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ABSTRACT

The state of the arts paper on completed and ongoing research in parent education is based on a review of the literature of recent studies, including current federally funded research on mainstream and economically deprived families, but not studies dealing with the physically handicapped, retarded, psychotic, or foster children. The projects are divided into three major classifications. Omnibus Programs, the first, provide more than one pattern of service to children and families and aim their enrichment efforts simultaneously to the infants and the parents. They include the evaluations of Head Start, the Parent-Child Centers, and Follow-Through. The second classification, Parent-Oriented Programs, is divided into the following categories: home teaching, use of mass media for parent education, training parents through group discussion techniques, parent education in pediatric and health facilities, training adolescents for parenthood, and parents as staff. Child-Oriented Programs with a parent component include: training parents in cognitive intervention techniques, training parents in behavior modification techniques, programs to increase parent-school cooperation and communication, and parent involvement in decision-making positions in programs affecting their children. (LH)

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A Review of

THE PRESENT STATUS AND FUTURE RESEARCH NEEDS OF PROGRAMS TO DEVELOP PARENTING SKILLS

Prepared for the Interagency Panel
on Early Childhood Research and Development

by

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Social Research Group
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Joyce B. Lazar
Judith Chapman

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CHAPTER I

INTRODUCTION

Purpose

This State of the Arts paper on completed and ongoing research in parent education has been prepared at a request from the Office of Child Development by the Staff of the Information Secretariat.

History

Formal and organized parent education in the United States originated at the turn of the last century (Kraft and Chilman, 1966). Parent education programs have traditionally served predominantly middle class parents. Parent education programs with middle class parents are typically but not exclusively non-service oriented programs which are independent rather than ancillary to a larger undertaking. Such programs typically take the form of clubs, discussion groups, film forums, lectures, brief workshops, or structured observation programs in the schools and may include the use of printed materials and other mass media. Some programs have been undertaken by state and local school districts or county and local health departments. However, often the idea to launch educational enterprises arises among the middle class parents themselves and are developed by the parents under the auspices of P.T.A.s, churches, civic or youth serving organizations or cooperative nursery schools. Kraft and Chilman (1966) found that independent, non-service oriented, or parent-initiated parent education programs were less frequently found in low-income sectors of the population.

By the middle of the 1960's, poverty became one of the chief foci of national concern. With the advent of such federal anti-poverty programs as Head Start and the Parent Child Centers in the mid 60's, more low-income parents than previously became involved in parent education activities. With this increased concern for the economically disadvantaged, the scope of parent education programs expanded to include the concept of parent participation. Chilman (1968) has defined parent participation as "a participatory process directed toward the involvement of adults, as individuals or in groups, with the goal of helping them develop skills, knowledge, attitudes and influence so that they may improve the physical, emotional, social and economic life of themselves and their families." (p. 2) Such a concept includes not only the family life education programs with their traditional focus on child development, but also programs which include opportunities to learn and participate in a wide range of community, social and political activities concerned with the needs of children and families. This definition stresses active efforts to learn about and change family situations rather than the passive receiving of information about child growth and development.

Before the 1960's when parent education programs were primarily aimed at or sought by middle class parents, programs were not usually formally evaluated. As part of the increased focus on the economically disadvantaged, various university-based research programs were instituted to prevent or remedy the frequent finding of lower intellectual and academic performance in children from low-income backgrounds than in those from higher income levels. In increasing numbers, these programs include a parent education component. These university-based research programs have included formal evaluation of program impact, as have the national programs of Head Start, the Parent-Child Centers, Follow Through, and Planned Variation. Thus, although formal assessment of programs which include parent education has recently become more frequent, these formal assessments have and are being carried out almost exclusively in programs for low-income families and are still quite minimal in frequency and depth. Though the goals of most parent education components are usually broadly defined to include improvement in family interaction, parental self-concept, and social-emotional adjustment of the parent and the child, nearly half of the assessments are limited to measurements of changes in the level of cognitive functioning of the child or attitude change in the parents.

Whether among the poor or among the middle class, parent education programs have never evoked wide attendance of parents. As Kraft and Chilman (1966) state: "To this day the vast majority of American mothers and fathers, middle-class as well as non-middle-class, have had contact with parent education only through the mass media or an occasional PTA lecture. Only a small minority of all parents takes part in structured activities." (p. 21) Further, in this culture the mother is seen as the prime agent of socialization of children particularly during infancy and early childhood. Though child development professionals recognize the importance of the father as well as the interaction between the parents in the social, emotional and intellectual development of the child, parent involvement has in the past, and continues in currently funded studies to mean "mother involvement." Fathers are noted primarily by their absence, and one study after another discusses thwarted efforts to involve fathers.

Studies reported by member agencies of the Interagency Panel on Early Childhood Research and Development either focused on parent education, or with a parent involvement component are in the following areas:

Infant Education

Preschool Programs with Parent Component for

- disadvantaged
- migrant
- Spanish-speaking
- deaf-blind
- multiple handicapped
- emotionally disturbed
- parent-directed

Day Care Services

School Age Programs (K - 6)

Adolescent Training for Teenage Parents

Training for Parents of Emotionally Disturbed Children

Training for Adoptive or Foster Parents

Health and Nutrition Services with a Parent Education Component

The Use of TV Mass Communication and Multi-media for Training Parents

Training of Parents to be Child Care Workers

There are also six major national research programs for young children with evaluations of parent education components:

Head Start

Planned Variation

Follow Through

Parent-Child Development Centers

Regional Educational Labs

Advocacy (4-C)

Though the concept of parents as agents of change in the community as well as in their own families has been a major thrust of the national Head Start and Parent-Child Centers programs, few of the above categories of federally funded research with a parent component conceptualize parent education as involving parents in this active decision-making role.

Scope of the Paper

A review of the literature of recent studies involving parent education was conducted to provide a framework for this paper. Current federally funded research on mainstream and economically deprived families are included in the review and in this paper, but studies dealing with the physically handicapped, retarded, psychotic, or foster children are not. All ongoing intervention studies of mainstream or economically deprived children with a significant parent component are included in the annotated appendix. These studies fall into three categories: studies with final reports already available, studies with interim findings available, and studies which have been funded and are in the process of development. In addition, some service programs without a formal evaluation component have been reviewed and are included in Appendix since some of these projects yield important clues to areas needing future research.

Organization of the Paper

The recent and currently funded research projects in parent education have been divided into three major classifications as developed by Bettye Caldwell (unpublished manuscript). She describes them as follows: Omnibus

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Programs which

> provide more than one pattern of service to children and families and may aim [their] enrichment efforts simultaneously (but not necessarily with the same intensity) to the infants and the parents. In such models health and social service components are often as important in the total program as are the educational activities. Parent-Oriented Programs refer to those that offer some kind of tutorial or group experience for parents with the clear intent of having this effort produce an impact on the child by virtue of changed behavior of the parents. Child-Oriented Programs refer to those in which enrichment activities are presented almost exclusively to the child. The parent may or may not observe and may or may not be expected to carry out any continuing activities with the child.

The Parent-Oriented Programs are divided into the following categories: Home Teaching, Use of Mass Media for Parent Education, Training Parents Through Group Discussion Techniques, Parent Education in Pediatric and Health Facilities, Training Adolescents for Parenthood, and Parents as Staff.

In the "Home Teaching," "Use of Mass Media for Parent Education," and "Parents as Staff" sections, the project descriptions are contained mainly within the appendix and the narrative deals primarily with findings. The projects in these sections could easily be grouped in terms of program procedures. Thus, when discussing findings from these projects, it was not necessary to include lengthy descriptions of individual projects in the narrative. Projects have been numbered in the appendix and are referred to in the narrative by these numbers. In the other sections in the chapter on Parent-Oriented Programs, some projects are included in the appendix and are referred to by their numbers; others are described in the narrative and referred to by date in the bibliography.

The Child-Oriented Programs with a parent component include: Training Parents in Cognitive Intervention Techniques, Training Parents in Behavior

Modification Techniques, Programs to Increase Parent-School Cooperation and Communication and Parent Involvement in Decision-Making Positions in Programs Affecting Their Children. In this section studies in the appendix are numbered; bibliographic references show the date of the study.

The Omnibus Programs include the evaluations of Head Start, The Parent-Child Centers and Follow Through. Many of the findings of these evaluations are discussed in other sections such as the sections on parent involvement in decision-making, and training parents in cognitive intervention techniques. In this chapter only those studies not described elsewhere are covered.

In each chapter studies are described and then analyzed to identify available findings in the area of parent education. Ongoing studies are discussed to indicate findings likely to become available as ongoing research is completed, and to identify issues, needs, and gaps. In the final chapter there is an overall summary and issues, needs, and gaps are identified for the area of parent education as a whole and recommendations for future research indicated.

CHAPTER II

PARENT-ORIENTED PROGRAMS

Introduction

This chapter on parent-oriented programs contains sections on home teaching programs, the use of mass media for parent education, training parents through group discussion techniques, parent education in pediatric and health facilities, training adolescents for parenthood, and the use of parents as staff.

Home Teaching

Many projects which involve children being taught by their parents at home have been and/or are being carried out. The appendix includes descriptions of 44 such projects (#1-41).

a. Fifteen of these projects involve only home visits from a professional or paraprofessional, except for one which also included occasional parent group meetings. Seven (#1, 2a, 3-7) of these 15 studies began intervention when the children were at or below one year of age; five (#8-10, 11b, 12) began before the child was three years old, and three (#11a, 13, 14) began when the chidren were between three and five years of age.

b. Two projects (#15 and 16) involve a preschool program for small groups of children in the children's homes.

c. Thirteen projects include a day care center, out-of-home preschool, kindergarten or primary school class, as well as home visits (three of these projects also include group meetings for the parents). Two (#2b and 17) of these 13 projects began when the children were infants; seven (#18-20, 21a, 21b, 22, 23) began when the children were preschool age; and the remaining four (#24-27) began when the children were in kindergarten or the primary grades.

d. Seven projects involve giving the parents toys or other educational materials to use at home with the child and/or instructions about the use of educational materials at home.

These seven projects involve few if any visits to the home by staff. Four (#28-31) of these seven projects are for toddlers or preschool age children who are not attending a day care center or a preschool. The other three (#32-34) are for children at least some of which are attending preschool, kindergarten or elementary school.

e. There is one project (#35) training parents to work with their children at home which has not specified, in information available, whether or not home visiting is the procedure used.

f. Six projects (#36-41) involve comparisons between the use of home visits for parents and children, group meetings for parents, and/or classroom experiences for the children.

Information available indicates the inclusion of some type of evaluation in almost all these 44 projects. The variables being investigated and/or assessment instruments being used are included, where such information was available, in the project descriptions of the appendix. Preliminary or final results were available on 27 of these projects. These results will be presented below, grouped in terms of the six categories of projects outlined above.

Home Visit Only

Intellectual, Conceptual, and Language Development of the Child.

Results on comparisons between experimental and control children in intellectual, conceptual and/or language development were available for nine projects involving home visits only.

In four of these projects intervention was begun at or below one year of age. Weikart (#1) in a pilot study found that after the first four months of intervention there were no significant differences on the Bayley Scales between groups which received tutoring from professionals, from untrained visitors or no intervention. He found that there were major shifts in mental development in all three groups during the seven to 11 month age range. During the 11 to 15 month range, there was general stability in mental development irrespective of treatment group.

Lally (#2a) found that at six months of age children whose mothers had been receiving home visits since their pregnancy had a significantly higher score (IQ = 114) on the Cattell Infant Intelligence Scale than children who were just entering the program at six months of age (Control IQ = 104).

In Forrester's study (#3), at about one and one-half years of age and after eight months of intervention, the experimental group had made significantly greater gains than the control group on the Mental Scales of the Bayley and on the locomotion and performance scales of the Griffith.

In Gordon's (#4) project, the experimental group, at one year of age and after nine months of intervention, was significantly ahead of the control group on the total score of the Griffith and on a series of tasks similar to those employed in the training of the experimental group infants. At 24 months of age there were no differences on the Bayley between groups which had received intervention from three to 24 months of age, from three to 12 months of age, from 12 to 24 months of age or had received no intervention. However, while at 21 months of age experimental infants did not differ significantly from control infants on task orientation scores on Bayley items, at 27 months of age the experimental groups significantly exceeded the control group on these scores. At 24 months of age, those who had received intervention between three and 24 months of age or between 12 and 24 months of age were superior to the control group on the series of tasks similar to those used in the project, but those who had received intervention from three to 12 months of age did not differ from the controls on the series tasks. Females seemed to benefit more consistently from the training program than male infants. For example, the experimental group exceeded the control group on more subtests of the Griffith in the case of females than in the case of males.

In the five studies next discussed, intervention began after one year of age. In Harding's and Macklin's (#8) project, at an average age of 39 months and after about 14 months of intervention, mean number of words per utterance was higher for the six remaining white experimental children than for the 10 remaining white control children. There was no difference between these two groups in average size of expressive vocabulary but there was a difference in favor of the experimental group in receptive vocabulary.

In one of Parkman-Ray's projects (#11a), after four months of home visits four year olds in the experimental group had improved significantly more than the control group on the verbal scale of the Wechsler Preschool and Primary Scale of Intelligence (WPPSI), but there was no significant difference between the two groups on the performance scale of the WPPSI nor on the Peabody.

In Levenstein's project (#9), after receiving verbal instructional stimulus materials (VISM) along with home visit toy demonstrations for seven months, the two and three year old experimental group children had made significantly greater gains on the Cattell and Stanford-Binet Scales than controls who received regular visits with the mother only and toys other than the VISM or no intervention. The experimental group significantly exceeded the former control group but not the latter on the Peabody. There were no differential gains between the two year old experimental children and the three year old experimentals. One- and two-year follow-ups of the infants after termination of the experimental intervention showed that gains over initial testing remained significant in spite of modest declines. Control groups which received either a) regular home visits with the mother only and toys other than the VISM or b) VISM but no home visits manifested either immediate or delayed significant IQ gains. Only the control group which received no intervention at all manifested no significant gain either eight months or 30 months following initial testing.

Table 1 shows the IQ scores of the experimental and control groups in the project of Furfey and Schaefer (#10). The experimental group received intervention between the ages of 15 and 36 months. Immediately following intervention the experimentals had a significantly higher IQ score than the controls, but this was due more to a decline on the part of the control group than an increase of the experimentals. The IQ score of the experimental group stayed about the same during two- and three-year periods following intervention as immediately after intervention. The IQ score of the control group increased following intervention so that it was no longer significantly different from that of the exprimental group either

Table 1

IQ Scores in the Furfey and Schaefer (#10) Study

	Age (in months)			
	14	36	60	72
Experimental	105	106	96	100
Control	108	89	95	96

two or three years after intervention. There is reason to believe that the mothers in the control group may have been influenced to promote their children's development more than they ordinarily would have by their frequent observations of testing and by noting in the project's store-room the toys and equipment being used with the experimental group. Schaefer and Furfey found substantial correlations between the children's functioning on cognitive tasks and their emotional functioning. The child's emotional functioning, i.e., hostility, belligerence, negativism, and irritability, at 36 months of age correlated quite highly (median _r_ = -.65) with the child's task orientation. Median correlations between the child's emotional functioning at 36 months and performance on the Stanford-Binet, the Johns Hopkins Perception Test, and the Preposition Test were -.55, -.61, and -.39, respectively.

In a study reported by Barbrack and Horton (#13), there were no significant changes in Stanford-Binet or Peabody IQ during a 10-month intervention period in any of three experimental groups nor in the control group, and there were no significant pre- or post-test differences between any of the four groups on the Stanford-Binet. On the Peabody, the only significant group difference was the post-test superiority over the control group of the experimental group in which mothers were visited by paraprofessionals who were supervised by former paraprofessional home visitors. On the DARCEE Concept Test, significant gains were made by the two experimental groups which were both pre- and post-tested on this instrument. Each of the three experimental groups (those groups visited by professionals or by a paraprofessional supervised by a professional, in addition to the group described above) had post-test scores which were significantly above those of the control group on at least two of the three subtests of the Concept Test.

In summary, one finds that immediately after intervention involving home visits only, groups which received intervention exceeded those which did not in intellectual, conceptual, or language development in eight of the nine projects for which results were available. Follow-up data were available on only three of the projects. In two projects (#9 and 10) which began intervention after one year of age, IQ level remained significantly above or at initial testing level one to three years after the end of intervention. In the project in which intervention was begun before the age of one year (#4), superiority over the control group at age one year on tasks similar to those used in the intervention program was not maintained at age two years if intervention was terminated at one year of age rather than continued until two years of age.

Parental Behavior and Attitudes.

Information was available from six projects involving home visits only on a) project impact on parental behavior and attitudes and/or b) the relationship between parental behavior and attitudes and the intellectual performance of children.

Levenstein (#9) found no significant changes in the mothers' IQ as a result of the project. Although there was some indication of mothers' positive attitudes toward the project, no significant differences were found in the kinds of major life events and in the incident of mothers' employment.

Harding and Macklin (#8) reported that within the experimental group, the mothers' attitudes toward reading to their children and the frequency of their reading showed steady improvement over the first year of the project.

Barbrack and Horton (#13) reported on data from the Maternal Teaching

Style Instrument, which entails recording the behavior of the mother and child during a structured learning task. The data indicate that experimental group mothers became more specific, more positive and less negative in teaching their children. No data on this instrument were reported for the experimental group which was visited by professionals nor for the control group. It was not clear whether this instrument was used with either of these two groups.

Weikart and Lambie (#14) found that the experimental mothers, compared to the controls, made a greater change in expressing favorable attitudes toward school. It was found that the "most effective mothers," in terms of having children with relatively high intelligence, were those who gave positive verbal reinforcement to their children for learning behavior, and the ability to do this was strongly affected by the number of children in the home. In an analysis of individual gains in the children's scores on the Peabody and the Stanford-Binet, compared to the teacher's ratings of maternal behavior, it was tentatively concluded that the children who gained the most from the program had mothers who were rated negatively as being "erratic, shallow, hard, cloudy, insensitive." The children who were high gainers on the Stanford-Binet also tended to come from the most seriously deprived and disadvantaged homes.

Furfey and Schaefer (#10) found significant correlations between maternal attitudes toward their children and measures of the children's cognitive and emotional functioning. Negative maternal attitudes, such as withdrawal, punishment, irritability, hostile involvement, and detachment and low verbal expressiveness assessed when the child was 16, 30, and 36 months of age yielded median correlations of -.38, -.34, and -.40 with the infant Stanford-Binet score at 36 months of age. Comparable median correlations between maternal attitude and scores on the Johns Hopkins

Perception Test at 36 months of age were -.36, -.48, and -.56. Correlations between maternal attitudes and the infant's performance on the Preposition Test at 36 months were of about the same magnitude as those above. Maternal attitudes were uncorrelated with scores on the Peabody. Maternal attitudes correlated significantly with task orientation on the cognitive tests. Finally, negative maternal attitudes yielded a median correlation of +.42 with the child's emotional functioning (hostility, belligerence, negativism, and irritability) at 36 months of age.

In Gordon's (#4) project, mothers for whom pre- and post-information was obtained moved toward greater internal control of a reinforcement orientation. These mothers reported that they now felt greater control and more influence over what was happening in their own lives than they did when they entered the project. However, this change was significant only for mothers trained as parent educators. The maternal paralinguistic measure indicated positive but not significant change. The measure of maternal self-esteem failed to reveal any changes. Gordon and his associates found a multitude of relationships between specific maternal behaviors and performance of the children on a variety of measures. For example, maternal behavior correlated significantly with the performance of 31 infants on the Bayley Motor ($r = .41$) and Mental ($r = .31$) Scales. Mothers of high scoring males on both mental and motor scales engaged in significantly more positive verbal behavior than did the mothers of low scoring boys and of high scoring females.

In summary, there is some evidence that parent participation in home-visiting programs leads to improvement in maternal attitudes toward, frequency of, and competency in participating in educational activities with their children. Several investigators found significant correlations between children's cognitive and/or emotional functioning and maternal behavior and attitudes.

Preschool in the Home

Projects of Micotti (#15) and Gordon (#16) consist of parents learning more about working with children by observing and participating in the activities of small preschool groups within their own homes. Results were available on Micotti's project only. After the eight-month intervention period in Micotti's project, the experimental children showed marked improvement in concept and language development. Data on the control group was not included in the project report. The mothers in the experimental group showed considerable changes in terms of attitudes, educational materials apparent in the homes, and upkeep of themselves and their homes. These mothers showed some improvement on the Maternal Teaching Style Instrument.

Center or School Program Plus Home Visits

Children's Cognitive and Social-Emotional Development.

Results on program impact on children were available for four projects which consist of a center or school component for the children plus home visits.

In Van Atta's (#24) project, it was found that after the nine-week intervention, the experimental children scored significantly higher than the control group on five of the 12 subscales of the Responsive Achievement Test and on the Caldwell Preschool Inventory, which measures general skills and competence necessary for school achievement.

During the initial year of his Curriculum Demonstration Project (#18) Weikart found that with both three- and four-year olds there were no significant post-test differences among the three groups receiving different preschool curricula on either the Stanford-Binet, where all three groups showed between 17 and 30 IQ points gain, the Leiter International Performance Scale or the Peabody. Three replications of the experiment have consistently produced mean gains of between 12 and 30 points on the Stanford-Binet for all three curriculum groups. Although there tends to be some decline after the children enter kindergarten and elementary school, the substantial gains seem to be holding up to the end of the second grade. Although caution is indicated because the samples are still small and the replications for elementary school not yet complete, a weakness has begun to emerge with regard to the long-range effect of one of the three curricula -- the Bereiter-Engelmann language program. Children who received this program did less well at the end of the second grade on the Stanford-Binet and did markedly worse on the California Achievement Test than children from the other two preschool programs.

Table 2 shows Stanford-Binet IQ scores of experimental and control children in Weikart's Perry Preschool Project (#19), with the means for all five waves of children combined. The experimentals were significantly

Table 2

Stanford-Binet IQ for Waves 0-4 Combined,
Perry Preschool Project (#19)

	Fall, 1st Year of Preschool	Spring, 1st Year of Preschool	Spring, 2nd Year of Preschool	Spring, Kindergarten	Spring, First Grade	Spring, Second Grade	Spring, Third Grade
Experimental	79.6	95.9	94.7	90.1	91.5	87.3	89.2
Control	78.5	83.3	83.5	84.9	83.2	96.1	88.3

superior to the control children at the end of preschool, kindergarten, and first grade. By second grade, the group difference had disappeared, primarily due, as one can see in Table 2, to th control group's "catching up." Measures on the Peabody yielded findings similar to those on the Stanford-Binet. The effect of experimental treatment was much less pronounced on the Leiter International Performance Scale. On this test, experimental children were superior to controls only at the end of the nursery years. The same was true, for the most part, on the Illinois Test of Psycholinguistic Abilities. On the California Achievement Test (total raw score), the experimental group children were significantly above the controls at the end of first and third grades, the group difference just missing statistical significance on the second grade scores. The group difference in third grade on the California Achievement Test appears to be due mainly to the superiority of some of the females in the experimental group. Weikart found that certain aspects of the children's home environment and the children's level of intellectual functioning upon initial testing predicted later achievement test scores as well as or better than whether or not the child received intervention during the preschool years. On data extending to seven years after the end of preschool, Weikart reports findings of marked differences between the experimental and control group children with regard to their grade placement in elementary school. Eighty-three percent of the experimental children compared with 61 percent of the controls were placed in the expected grade; 17 percent of the experimental children compared with 39 percent of the controls were placed either in special education classes or retarined a grade.

In addition to the above criteria, the children in the Perry Preschool Project were rated on academically-oriented behavior and on social-emotional behavior. On the pupil behavior inventory, covering classroom conduct, academic motivation and performance, socio-emotional state, teacher dependence, and personal behavior, comparisons favored experimental children over controls at the end of first grade but not at the end of kindergarten, second, or third grade. On measures of social development and emotional adjustment on the Ypsilanti Rating Scales, experimentals received more favorable ratings than controls at the end of first and second grade, but not after kindergarten or third grade.

Table 3 shows the Stanford-Binet IQ scores of the two experimental and two control groups in the Early Training Project of Gray and Klaus (#20).

Table 3

Stanford-Binet IQ, Early Training Project,
Gray and Klaus (#20)

Treatment Groups

	Experimental		Control	
Date of Administration	3 years (N=19) Summer preschool and home visits	2 years (N=19) Summer preschool and home visits	Local (N=18)	Distal (N=23)
May, 1962 (Initial Test)	87.6	92.5	85.4	86.7
August, 1962	102.0*	92.3	88.2	87.4
May, 1963	96.4	94.8	89.6	86.7
August, 1963	97.1	97.5*	87.6	84.7
August, 1964	95.8	96.6	82.9	80.2
August, 1965 (end of 1st gr)	98.1	99.7	91.4	89.0
June, 1966 (end of 2nd gr)	91.2	96.0	87.9	84.6
July, 1968 (end of 4th gr)	86.7	90.2	84.9	77.7

*End of first summer preschool.

Intervention caused a rise in Stanford-Binet IQ which was fairly sharp at first, then leveled off, and finally began to show decline once intervention ceased. The control groups showed an increase in IQ score between entrance into public school and the end of first grade. Though there was a general decline in all four groups from the first through the fourth grade, the two experimental groups were significantly superior to the two control groups at the end of the fourth grade (the end of the third year after intervention ceased). Only after the end of the first summer preschool for the first summer preschool group (August, 1962), at which time the other experimental group had not yet had any intervention, did the two experimental groups significantly differ on Stanford-Binet IQ. The two control groups generally were not different from one another except at the end of fourth grade when the difference, though not statistically significant, suggested a sharper decline in the distal than in the local control group. Scores of the experimental groups on the Peabody showed a rise during intervention, including the first grade, then a leveling off and a slight decline. The experimental groups were superior to the control groups through the second grade, but not after fourth grade. At no point in time were the two experimental groups significantly different from each other on Peabody scores, nor were the two control groups ever significantly different from each other on the Peabody. On the Illinois Test of Psycholinguistic Abilities, the experimental groups remained superior to the controls on a number of subtests through the first grade, but not after the second grade. On the Metropolitan Achievement Test, the experimental groups were superior to the control groups on three of four subtests at the end of first grade and on two of five subtests at the end of second grade. At neither of these two periods were there any significant differences between the two experimental groups on the Achievement Test. At the end of fourth grade, the only significant differences between the four treatment groups appeared on one of seven subtests (reading), on which the local controls exceeded the distal control group. The local control group had also been superior to the distal controls on some achievement subtests at the end of the first and second grades. On the Metropolitan Achievement Test, the experimental groups' progress seems to have been slower in the later primary grades than it was between the first and second grades, and the rate of achievement did not decrease as much in the control groups as it did in the experimental groups by fourth grade.

In the Early Training Project, Gray and Klaus obtained evidence of what they call "vertical diffusion" of treatment effect. This refers to a spread of treatment effect to siblings of target children within experimental group families. Gray and Klaus found that younger siblings of the experimental groups' target children were significantly superior on the Stanford-Binet to younger siblings of target children in the control groups. This vertical diffusion appeared more clearly, however, in the group of younger siblings who were closest in age to the target children. Vertical diffusion also appeared more operative in the experimental group which received intervention for three years, beginning at age four years, than in the experimental group which received intervention for two years, beginning at age five years.

In the Early Training Project there was also evidence of what Gray and Klaus call "horizontal diffusion," the spread of effect from experimental to nearby control families. Younger siblings in the local control group showed themselves superior on the Stanford-Binet to the distal control group. We have also seen that, with the target children, the local control group showed evidence of being superior to the distal controls on the Stanford-Binet and on the Metropolitan Achievement Test.

In regard to effects of the Early Training Project on factors other than intellectual or academic performance, it was found that on the Kagan Reflectivity-Impulsivity Test, the experimental groups were more reflective and made fewer errors than the controls. On the Pierce-Harris Self-Concept Test, initial significant differences were found in favor of the experimental groups on two of the seven scales, namely, the dimensions of happiness and satisfaction. However, when the test was repeated at the end of the second grade, the differences between the experimental and control groups disappeared.

Summarizing, in all four projects which include a center or school program for the children plus home visits for parents and children and on which results were available, intellectual functioning and/or academic achievement was superior in experimentals as compared to control children immediately after intervention. From the two projects for which there are follow-up data and which included control subjects, there is evidence that, in terms of IQ score or academic performance, beneficial effects of intervention are apparent through the middle primary school grades. From the two projects which included results on children's motivation and social functioning, it appears that intervention may lead to enhancement of academic motivation and personal social-emotional functioning, but appearance of this effect may be delayed, and these effects do not appear to last very long.

Parental Behavior and Attitudes.

Five of the projects with a center or school component plus home visits have reported on the effect of the project on parental behavior and attitudes.

Preliminary results of Jester's project (#25), based upon subjective information only, indicate that parent interest in the program had increased and that the parents were working more with their children since the start of the project.

In Weikart's Perry Preschool Project (#19), about one-third of the experimental group parents were reported to have spent an extensive amount of time participating in the home teaching session during both years of their children's enrollment in the project. Experimental parents changed in their attitudes toward teachers, for experimental group parents felt teachers were more favorably disposed toward parents than did control parents. In this study, it was found that home background, reflected by mothers' education, the cognitive home environment scale, and the inventory of attitudes on family life and children accounted for an important amount of variance in the achievement scores of the children.

In response to direct questions involved in an informal assessment of Van Atta's project (#24) at its mid-point (after five weekly home visits), experimental group parents reported feeling that they and their children had benefited from the project and that they would participate in a similar project in the future if given the opportunity. In elaborations in answer to the direct questions, they said that for the first time they had felt competent to teach their own children, having previously left that entirely to the public schools. Many also reported that they now felt it was enjoyable to interact in this way with their children. In the two months immediately following the last home visit, seven of the nine experimental group families, compared to two of the nine control group families, made regular use of the toy-lending library.

Participation in the Gale Preschool Program (#22) was found to result in an increase in articles in the home for children to use and in the number of years of schooling the parents desired for their children, and a decrease in the grades the parents expected the children to attain (which may mean a reduction of high, unrealistic standards).

In one of the projects of the Dr. Martin Luther King Family Center (#21a) it was found that after participation in the project the six mothers involved were more active in school meetings and made more visits to their children's teachers, and some investigated job opportunities outside the home. Changes observed in the six mothers included improved self-image and sense of effectiveness and increased pleasure in children, increased communication, and more awareness of their feelings and those of their children. Oral interviews indicated that at the end of the project, the experimental group mothers were superior to a matched control group on four of five dimensions concerning child-rearing attitudes. However, the experimental mothers were rated inferior to a control group of high competence mothers on these dimensions concerning child-rearing attitudes. The fathers initially received home visits from a male family worker. As a result of a conflict between the role of head of the household and playing with their children, home visits for the fathers were abandoned. Instead, the fathers as a group organized activities for the children and mothers and worked on problems of the community.

In summary, projects involving center or school components for the children plus home visits have reported finding improvement in the project mothers in terms of interest and participation in the program activities with their children and enjoyment of and sense of competence in such activities. They also found increased quantity of educational materials in the home, more participation of the parents in activities at school, and improved attitudes toward teachers and in regard to educational aspirations for their children. There was also some evidence of mothers' improved attitudes about child-rearing and improvement in feelings about themselves. An attempt in one project to have home visits for fathers was abandoned due to a role conflict on the part of the fathers and was replaced by the fathers as a group organizing family and community activities.

Promotion of Educational Activities for Home Use

Results showing project impact were available for five projects which promoted parent-child home educational activities. In these projects parents were given educational materials and/or instructions, but received few, if any, home visits.

Irwin (#28) found that after experimental group mothers had been daily reading to their babies for 18 months, infants in the experimental group were significantly superior to the control infants in phoneme frequency.

At the end of Karnes' project for mothers of infants (#29), which operated for 15 months over a two-year period, the 15 children in the experimental group, who were about three years old at the project's end, scored significantly higher on both the Stanford-Binet and the Illinois Test of Psycholinguistic Abilities than the 15 matched control children. In addition, the superiority on the Stanford-Binet of six experimental children over their older sibling controls was statistically significant, in spite of the small sample. These six experimental children also exceeded their older siblings on the Illinois Test of Psycholinguistic Abilities, though this difference did not quite reach statistical significance. There was observable improvement in the organization within the families and homes of the experimental group. These mothers agreed that if they were to be proper teachers of their young, they should not have a new child each year, and sought the aid of Planned Parenthood to attain effective contraceptive protection.

In another project of Karnes (#30), which used procedures similar to those just described, it was found that after the 11-week project, the preschoolers in the experimental group had made significantly greater gains on the Stanford-Binet and on several subtests of the Illinois Test of

Psycholinguistic Abilities than did the children of the control group.

Nimnicht (#31) found that after being in his 10-week project, children had made significant gains on nine of the 13 subtests of the Responsive Environment Test of cognitive development. Of the other four subtests, two were at the maximum level on the pretest, and the other two measured the only factors included in the test for which the project did not provide practice. Parents' responses to open-ended questions indicated that the parents' attitudes toward the competence of their children had improved, they were responding to the children in a more positive manner, and they believed the children had learned as a result of the project. There was no evidence from responses to the questionnaires that parents were helped to participate in the decision-making process affecting their children's education.

Following his 12-week project, Niedermeyer (#32) found that the experimental group kindergarteners performed significantly better on a reading test than two different control groups. Results were obtained on a pupil attitude test in which the experimental group students indicated preferences between different pairs of activities. When watching television was contrasted with reading a storybook with the teacher or working on number flashcards with the teacher, watching television was preferred, especially by the boys. When watching television was contrasted with reading a storybook with the parent or doing a Practice Exercise with the parent, the activity with the parent was preferred by both sexes. However, when reading a storybook with the teacher was contrasted with either reading a storybook with the parent or doing a Practice Exercise with the parent, boys preferred reading with the teacher (girls were evenly divided). No statistical tests of these apparent preferences seem to have been carried out, however, and the children were not pre-tested with this instrument so that attitude change could be measured.

To learn how much parent participation took place in the homes of the experimental group in Niedermeyer's project, parents were asked to estimate how many of the Practice Exercises received over the 12-week period had actually been completed. The total average estimate of completed Practice Exercises for all experimental group parents was 92 percent. Even those experimental parents who had neither received school-to-home feedback nor had completed daily parent accountability records indicated that they had completed over 90 percent of the Practice Exercises. The reportedly high level of parent participation, whether the parent had both school-to-home feedback and parent accountability records, or one of these conditions or neither, seems to have masked possible differential effects of these different experimental conditions.

Summarizing, all five projects which promoted parent-child home educational activities and for which results were available, achieved significant increases in cognitive or language development or academic achievement in the experimental group children. Assessment of project impact on the parents indicated increased interest and competence in teaching their children and, in the case of one project, more organization in the home and family life.

Comparisons Between School, Home Visits, and/or Parent Meetings

Results were obtained on four projects which compared the effects of schooling for children, home visits for parent and child, and group meetings for parents, used either singly or in combination with each other.

In the project sponsored by Mobilization for Youth (#36), the first grade children whose parents were trained one hour per week to read to their children scored higher on nine different reading tests than did matched children who received special schooling -- two hours of remediation per week from professionals -- or a control group receiving no intervention.

Stern, et al. (#37) compared four different treatments with Head Start populations. In one condition, the teacher, in meetings at school, gave special materials to the parents for use at home while the teacher used the same materials in the classroom. In another condition the teacher provided the special materials to the parents for home use, but did not use them in the classroom. A third condition consisted only of the teacher using the special materials in the classroom. A control group had the regular Head Start program in which the special materials were not used at all. After the three-month intervention period, children's scores on the Parallel Production Test showed no differences among the three experimental groups, but the three groups were significantly superior to the control group. On the color test, the group in which the special materials were used at home and at school was significantly superior to all other groups. While there was subjective evidence that parents appreciated and welcomed the training program, no statistical differences were found among treatments on the UCLA Alienation Scale filled out by the parents. There was, nevertheless, a definite and consistent trend toward decreasing feelings of alienation from society in the two groups of parents who received the instruction, while no comparable change was evident in the other two groups of parents. Overall, from Stern's program there was some evidence of more benefit in terms of the children's cognitive development when the children received special instruction both at home and at school than just at home or just at school. There was also some indication of more benefit in terms of parents' feelings about themselves when the parents participated in the program than when they did not.

Over an eight month period, McCarthy (#38) compared three parent-participation conditions for parents of children attending Head Start classes -- parent group meetings, weekly home visits with parent and child, and no special parent involvement. On the Illinois Test of Psycholinguistic Abilities, she found significant gains in the children in the home visit condition, some statistically non-significant gain in the parent meeting condition, and little gain in the parent non-involvement condition. Tests showed that on the ITPA the home visit condition was significantly superior to the parent non-involvement condition, but neither of the other two possible group differences reached significance. In none of the three groups did the children show a significant gain on the Peabody Picture Vocabulary Test. Parents were pre- and post-tested on the Parent Attitude Survey of Hereford, which measures attitudes concerning confidence in parental role, causation of child's behavior, acceptance of child's behavior and feelings, mutual understanding, and mutual trust. On this measure, it was found that in the two parent involvement conditions, parents showed a significant positive change in attitudes. Parents in the non-involvement condition showed little change in attitudes. The only significant group difference on post-test scores of the Parent Attitude Survey was between the home visit and the non-involvement groups. Overall, in McCarthy's study, the home visit plus preschool condition resulted in superior effects on children's language development and on parent attitudes when compared to the parent meeting plus preschool and the preschool only conditions. There was also some evidence that the condition which included parent meetings had more beneficial effects on children and parents than the preschool only condition.

Gilmer (#39) compared three methods of intervention conducted for two years with target children who were three to five years of age at the beginning of intervention. In one condition the target children attended DARCEE preschool daily and the mothers attended a center program weekly. Another condition consisted of the DARCEE preschool program only. A third condition consisted only of weekly home visits for the mother and child. Results on the Stanford-Binet IQ scores of target children showed that immediately after one year of intervention both the DARCEE preschool plus mothers' meetings group and the DARCEE preschool only group were superior to the home visit only group. However, two years of each of these three types of intervention resulted in no significant group differences when the target children were tested on the Stanford-Binet one year following the end of intervention. The target children in the first two groups did not differ from each other on the Stanford-Binet either immediately following one year of intervention or one year after the two years of intervention had ended. In both these groups, the target children's Binet IQ increased significantly after one year of intervention and then showed a decline one year following the two-year intervention program. This decline was significant for the DARCEE preschool only group, but not for the DARCEE preschool plus mothers' meetings group. It was also found that the younger siblings of the target children in two conditions including parent involvement -- the two-year DARCEE preschool plus mothers' meetings group and the two years of home visits group -- were significantly superior on the Stanford-Binet and on the DARCEE Concept Test to the younger siblings of children in the DARCEE preschool only group or in a no-treatment comparison group. On neither of these measures was there a significant difference between the younger siblings in the two parent involvement conditions, nor between the younger siblings in the DARCEE preschool only and the no-treatment conditions. The home visiting project seemed to have relatively little effect on older siblings of the target children. The mothers in each of the three experimental groups and in the control group showed a gain on the Wechsler Adult Intelligence Scale. Mothers in the two parent involvement conditions showed the greatest IQ gains.

Many changes were noted in the lives of the parents in the parent participation groups (home visits or mothers' meetings) in Gilmer's study. (Life style data were collected only for the parent participation groups.) Over half of the mothers participating have gone on to complete their high school education or have enrolled in courses to upgrade their vocational skills in various areas such as cosmetology and practical nursing. Several have taken positions in preschool and day care centers. Five of the mothers at one time were functioning as home visiting teachers themselves. Interest and participation in community affairs broadened. On their own these families have developed a parent organization which has planned cooperative picnics and family weekend outings, developed a rotating book library, and organized a mother-father bowling league. These parents developed a strong interest in buying their own homes. There were increases in the number of checking and savings accounts.

An overall view of the results of Gilmer's project indicates that beneficial effects on target children's intellectual development may have been more lasting in the DARCEE preschool plus parents' meetings condition than in the DARCEE preschool only condition. Intervention which included parent participation, with or without a DARCEE preschool component, had more beneficial effects upon the intellectual development of younger siblings and of the parents themselves than the DARCEE preschool program without parent participation. Parents who had participated showed advances in the areas of education, employment, housing, finance, and the organization of and participation in community affairs.

Consideration of the results of all four of the studies in which the effects of schooling for the child, home visits, and parent meetings were compared, either singly or in combination, reveals the following: in each of the four studies parent involvement, with or without a preschool component, resulted in more beneficial effects on children's language or intellectual development or academic achievement and on parents' IQ, feelings, attitudes, or life style than the school component only.

Issues, Needs, and Gaps

Some of the issues, needs, and gaps in the area of programs involving teaching of children by their parents at home are as follows:

- There is a need for more comparisons between programs for children which include home teaching by the parent and those which do not. As already discussed above, there is evidence from four studies making a direct comparison that a home teaching program, with or without a school component, has more beneficial effects on the children and parents than programs offering the school experience only. We need more of such comparison studies, especially those which compare the effects of preschool or special schooling only against home teaching only.

- We need more studies which directly compare the effects of the addition of a day care or out-of-home preschool component to programs involving home teaching by the parent. In the review of results in this section on various types of home teaching projects, it was seen that both those home teaching projects which included an out-of-home school component and those which did not resulted in gains for parent and child. In each of the two studies (#37, 39) which made a direct comparison between home teaching projects with and without an out-of-home preschool component, there was indication of some slight or temporary advantage to adding the preschool component.

- We need direct comparisons of the effects of different kinds of home teaching projects. This section's review of results of various kinds of home teaching projects indicated that home visit only projects, those involving a preschool at home, and those promoting home teaching but including few if any home visits, all resulted in benefits for parents and children. Only one (#38) afforded a direct comparison between different types of home teaching projects. In that study it was found that home visits (plus Head Start) resulted in a slight, though not statistically significant, superiority in children's language development and parent attitudes over parent group meetings (plus Head Start).

- Comparisons are needed between the use of different kinds of curricula within particular types of home teaching projects. For example, direct comparisons are needed between the use of different curricula in home visit projects or between different curricula in projects which promote home teaching but involve few if any home visits. In only three studies (#1, 4, 9) of those covered in this section was such a direct comparison involved.

- The effect of age of child at the beginning of intervention needs further study. As indicated in the overall description of the home teaching projects at the beginning of this section (pp.9 & 10), and of the child when these various projects were initiated covers the range from pre-birth through the primary grades. The distribution of age at initiation of home teaching projects within this broad age range is fairly even, except for there being only two projects (#2, 17) beginning during pregnancy and only two center plus home teaching projects for infants. Short-term results available indicate gains due to the program no matter what the age of the child at program initiation, except in the case of one short pilot study with infants (p. 11). Long-term results were available for very few of the projects. More long-term results need to be gathered in order to further study any possible effects of age of child at program initiation. In nine projects covered in this section, different ages at program initiation were directly compared. The ages compared were generally only a year or a matter of months apart. Results available from three of these projects (#4, 9, 20) showed a significant effect of age at initiation in only one of them (#20). In that study, there was greater vertical diffusion of program effect, in terms of IQ of younger siblings, in the group which had three years of intervention beginning when the target child was four years than in the group with two years of intervention beginning at age five years. In trying to determine the possible effects of differences in age at program initiation, we especially need direct comparisons between ages which vary from each other by more than a year and which do not confound age at initiation with duration of intervention.

- The effect of duration of home teaching program needs further study. A few of the projects included in this section lasted as little as about 10 weeks. Most of them were about one to two years in duration. However, a few of them (# 2, 7, 33, 34) appear to possibly offer services for as long as five or six years, though the information available on these projects was not explicit about the duration of intervention for individual children. There appears to be information available at the present time only on projects which last no longer than three years. As we have seen, in all but one of the home teaching projects for which results were available, benefits for parent and/or child were attained, whether duration of intervention was only about 10 weeks or was as long as about three years. As with the variable of age at program initiation, more long-term results are needed in order to further investigate any possible effect of duration of intervention.

Only six of the projects in this section (#4, 11, 16, 20, 40, 41) explicitly stated that they included more than one value of duration of intervention. Different durations varied from each other by one or two years in these projects. Results on the effect of this variable were available on only one project (#20). In this project duration of intervention was confounded with age at program initiation. These results, which were described in the item immediately above, showed more vertical diffusion for the group which started intervention earlier and had it for longer. There is a need for further direct comparisons between different durations of intervention, and in particular between durations which vary by more than one year and which are not confounded with age at program initiation.

- We need to study the possible interaction between age at program initiation and duration of intervention. For example, perhaps if intervention is begun at a very young age, it need not be continued as long as if it were started later. Or perhaps the reverse might be the case--intervention might not have to last as long if started when the child is older than if started at a young age. (In this latter case, age at which intervention was terminated, rather than age at initiation or duration, would be the critical factor.) In any case, investigation of a possible interaction between these two variables is needed.

- Frequency and length of individual intervention sessions are variables which need study. Most of the home teaching projects covered in this section involved weekly, one- to two-hour sessions with parents and staff. In none of the projects was frequency and/or length of sessions systematically varied.

- There were reports from several of the home teaching projects of difficulties in obtaining parent particpation or very active parent participation, especially at the beginning of the project or during its first year and in regard to certain individual parents. More consideration is needed in regard to methods to increase parent participation, such as the use of paraprofessional staff, as was used in many of the home teaching projects (see the "Parents as Staff" section for more on the use of paraprofessional staff);

giving periodic feedback to the parent about the child's progress; including some type of accounting to be kept by the parent on parent-child activities and the child's progress; providing various medical, job opportunity and training, and social service benefits; and giving parents the power to make decisions about the program.

- Very few of the home teaching projects involved anyone other than the mother as teacher of the children. A few projects (e.g., #16, 21, 40) are attempting to involve the father, though with difficulties (e.g., see p. 26). Use of others, such as older siblings or peers, as teachers of young children in home teaching projects might also be tried. The use of siblings as teachers of their younger siblings might result in gains not only for the younger child but also for the older child, as has been found to be the case in school programs using older children as tutors of young children.

- Further consideration is needed in regard to what to do about younger siblings of the target child during home visits. In Weikart and Lambie's project (#14), an aide accompanied the home visitor and took care of younger children during the visit. In some projects (e.g., #13, 21) the home visitor has made efforts to include more than one child in the home visiting session. Attempts to include more than one child in home visits may increase the amount of "vertical diffusion" (spread of program effects to siblings of target child) obtained. By freeing the mother more, it might also result in more active participation on her part during the visit. Effects of such procedures need to be systematically evaluated.

- More efforts are needed at systematically assessing what types of procedures are successful for what types of parents and children and then designing programs in line with these findings.

- Assessment of the target child's cognitive development and of the mother's attitudes and behavior with the child or characteristics of the home environment were typically included in the home teaching projects covered in this section. Much less frequently were measures of the child's social-emotional development included. Measures of children's social-emotional development need to be included more often.

- Although some type of assessment of parents' attitudes and behavior are often included, such assessment is frequently subjective or nonsystematic and often does not include comparisons with a control group of parents. Efforts toward remedying these methodological weaknesses are needed.

- Few of the home teaching projects included long-term follow-up of program effects. More projects need to include follow-up, especially in regard to effects on parents and on children's social-emotional development. Follow-up for longer than the typical one to three years is needed.

- More attention needs to be paid to possible program effects on siblings of the target child ("vertical diffusion") and on families living near the target family ("horizontal diffusion").

Use of Mass Media for Parent Education

Program Descriptions and Results

The appendix contains descriptions of five recent or ongoing projects (#42-46) dealing with the use of television or video-tapes as well as other instructional material to enhance child development and parent education. Three of these projects involve video-taped programs for home use or televised programs aimed at teaching parents how to enhance the development of their young children. Through programmed telvision instruction, Morreau's project (#42) will aim at training parents to enhance the intellectual development of children below three years of age. Horton's project (#43) involves the use of video-taped programs for home use to enhance parents' ability to stimulate the cognitive development and language learning of their preschool children. Another project (#44) will use television programs and adjunctive materials to emphasize to parents the role they can play in the formation of a healthy self-image in children from birth to six years. Two other projects involve the use of educational television programs which are primarily for children, together with methods for encouraging parent-child activities. One of these projects (#45) involves televising the preschool educational program "Sesame Street," publishing a series of parent-teacher guides describing supplementary activities for parent-child use, and organizing group meetings for inner-city mothers to instruct them on ways to use the program in working with their children. The other project (#46) involves televising a daily program for rural Appalachian preschoolers, conducting weekly home visits for the parents and children, and providing a weekly preschool experience for the children by means of a mobile schoolroom.

The appendix also contains a description of a project (#47) designed to study communications which are active in providing public access to information concerning resources for child health care.

In addition, the appendix includes descriptions of five projects (#48-52) proposed for future implementation which involve the use of television and other methods for enhancing child development and parent education.

Two of the six above-mentioned recent or ongoing projects have results available relevant to the impact of parent involvement. In the first year summative evaluation of the "Sesame Street" project (#45), it was found that children who watched the program most learned the most and tended to have mothers who often watched the show with them and often talked to them about it. In these same homes, the parents tended to have somewhat higher expectations for their children.

Data from the second year of a three-year field test of a television program for rural preschoolers (#46) indicated some effects of including home visits for parent and child. On three of eight factors ("general reception or understanding," "general cognitive skills," and "reasoning") the two groups which viewed the TV program and received home visits (in one of these two groups a mobile classroom was also used) were significantly higher than the group which only viewed the TV program or than the no-treatment control group. The children in the treatment group which included use of a mobile classroom (along with the TV program and home visits) showed evidence of more advanced social skills than the children who had only the TV program and home visit components. Thus, a group preschool experience with peers, in addition to the TV program and home visits, seemed to have a beneficial effect on children's social skills which intervention including the TV program and home visits, but without the preschool experience, did not afford.

In summary, the few results available on the impact of parent participation in association with mass media child development efforts suggest that parent encouragement and parent-child activities associated with educational TV programs for young children may enhance the cognitive gains made by the children as a result of the TV program. Additional results in this area should be forthcoming as ongoing projects present their findings and if and when various proposed projects are implemented.

Issues, Needs, and Gaps

Issues, needs, and gaps in the area of the use of mass media for parent education include the following:

- We need further investigation of the impact on parents and on children's development of including parent involvement components in efforts involving educational TV programs for children. Investigations along this line are quite new and, as yet, very few in number.

- We need further investigation of the impact on parents and children of television programs for parents aimed at enhancing their ability to stimulate and guide the development of their children. Present efforts along this line are very recent and few in number.

- There is a need to compare the effects on parents and children of educational television programs aimed primarily at children which include parent participation components and those television programs aimed primarily at parents in an effort to enhance their skills as parents. There appear to be no such direct comparison efforts at the present time.

- We need to find out a great deal more about the kinds of skills which can be fostered through television programs. Most of the present child development television efforts, whether aimed primarily at the child or parent, are attempting to foster mainly the cognitive development of the child.

a. We need further investigation of what kinds of cognitive skills of children -- e.g., simple associative skills, abstract thinking -- can be enhanced through television, and what methods are best for fostering different kinds of cognitive skills via television.

b. We need more efforts at enhancing children's social, emotional, and physical development through television. We need to investigate what kinds of social, emotional and physical development can be enhanced through television and what the best methods for this are.

- There is a need to investigate at which ages and what age range of children television efforts at enhancing child development and parent education should be directed.

- There is a need to consider the issue of to whom parent education television programs should be directed. For example, in addition to aiming the program at mothers, should special content be included for fathers or older siblings?

- Consideration must be given to various issues concerning the timing and duration of broadcasts. At what time of day should the broadcasts be televised? How long should each broadcast be? How often should there be a broadcast? How long should the entire series of broadcasts run? The answers to these questions would, of course, be partially determined by the audience at which the broadcast is aimed. For instance, perhaps more fathers could be reached if the program was broadcast in the evening or more older siblings could be reached if the broadcast occurred after public school hours.

- There is a need to investigate the feasibility and impact on parents and children of various methods for providing individualized instruction and feedback in conjunction with a television program and/or activities to supplement the input from the television program. Such methods include the use of telephone or computer two-way transmission in conjunction with a television broadcast, home visits, parent group workshops, packages of printed materials, and preschools in mobile classrooms, in the homes, or in centers.

- Further consideration must be given to feasible and meaningful types of program assessment. For example, by what means can amount of viewing and reactions of viewers be conveniently, in the case of both viewer and investigator, and validly ascertained? In addition, in this area as well as in all the other areas of parent education, further consideration and work is needed in regard to the issues of what types of parent and child characteristics to measure, what instruments to use, and how often and for how long assessment should be carried out.

Training Parents Through Group Discussion Methods

As Wohlford (#53) has stated:

> Contradictory reports on an anecdotal level abound concerning whether there are any effective methods in working meaningfully with people of low income. If the sensitivity training (encounter) group is this century's most important social invention as Rogers (1969) recently asserted, one might expect group methods to have been employed systematically in antipoverty programs. Surprisingly, there are few reports of endeavors using sensitivity training or other groups directly with people of low income in spite of the appropriateness of such applications. (Wohlford [1970], p. 1)

In reviewing the literature of recent parent education projects through 1970, Chilman (1970) reported on six programs which attempted to involve low-income mothers in various types of discussion groups. Three of the six programs (Belton and Goldberg 1966; Glickman 1968; and Clarizio 1966) attempted to involve Head Start mothers in group discussion and counseling meetings and reported finding no observable differences. Belton and Goldberg abandoned the group effort in part because attendance was only about ten percent of the target group. The study reported by Glickman had about a 20 percent attendance; assessment was by a social worker who judged that there were few observable benefits. Clarizio did not report the rate of attendance but reported no significant differences between the experimental and control group on pre-post-tests of maternal attitudes toward education.

Three other group discussion studies, one of which was with low-income families, did report changes. One by Rosenblatt (1968) reported on discussion groups and individual counseling with low-income parents of children of all ages in 100 urban and semi-urban areas of the United States. He reported finding some shift on self-rated attitudes especially regarding differentiation of children as individuals. These findings were based on interviews with the parents; no tests of statistical significance were reported. Norris and Zegrer (1968) reported on a study in California in which mental health lectures and discussions were conducted with middle class mothers of school age boys with behavior problems. Attendance was about 30 percent of the target group. They report gains by mothers in mental health knowledge and in the ratings of boys behavior by the parents, but not in ratings by the teachers or psychologists. Hereford (1963) described a community-wide parent education project conducted in Texas through the public schools with the cooperation of the Mental Health Association. Parents were of all socio-economic levels, though middle class were preponderant, and children were of all ages in the schools. Six two-hour discussion groups were held, usually following a film about children's behavior. The discussions were led by carefully selected, well-trained non-professionals. A total of 20 different groups were organized, and 916 parents attended, though some attended sporadically. Evaluation instruments included teacher ratings of children's behavior, home interviews with parents, testing of parents with specially constructed instrument, a Parent Attitude Survey and sociometric ratings of the children. Three control groups were used: a lecture control, a non-attendant control and a random control. After extensive efforts, 40 percent of the group were tested on pre- and post-measures.

Chilman reports that,

> Statistical analysis of Parent Attitude Survey scores revealed that the experimental group changed in positive directions more than any other group on measured responses, at the five percent level of confidence . . . . Changes were particularly found for parents of boys. It is interesting to note, however, that on all areas tested by

> this instrument, the mean scores for the experimental parent groups were lower than for other groups before the project started. (p. 57)

The lecture-control group of parents showed negative change particularly in the area of understanding communication with their children. Teacher ratings showed no changes among the children's groups, although there were statistically significant gains in social acceptability by peers on sociometric measures and these were especially true for children at the lower socio-economic levels. There were no relationships found between the number of meetings attended and the changes in children. The author concludes that parent discussion groups of this kind can be successful and have a measurable impact. However, the number of parents who attended these sessions was a small proportion of the entire target group, and thus represented a self-selected sample. Further, since only 370 of the 916 parents who did attend were reached for both the pre- and post-test, this may have introduced a bias to an unknown extent. Though the teacher ratings showed no changes in classroom behavior, the higher social acceptance ratings of the experimental children represent a finding not to be overlooked.

Other recent and current research utilizing group discussion techniques include a study reported by Smith (1968) on the Berkeley Parent Education Workshop conducted in 1967. Under the Bureau of Adult Education of the State Department of Education, a ten-day parent education workshop was designed to help the participants understand how group dynamics functions to develop leadership potential. The workshop was held primarily for Mexican-Americans, and apparently was well received though no formal evaluation was reported. In 1968 a group counseling program for parents was conducted in six school districts in California, and reported by the Western Regional Center of the Interprofessional Research Commission on Pupil Personnel Services. A total of 38 counsellors reported on 53 parent counseling groups. Evaluation was based on a post-program parent rating scale. In general, parents judged the sessions to be helpful and felt that there were changes in their children's behavior around the house.

Stern (118) reported on a study utilizing group process techniques in meetings of teachers and parents aimed at increasing the effectiveness of parents as teachers of their own children. The study was conducted with parents of two Head Start classes involving 30 black, Mexican-American and Anglo children. Children were pre- and post-tested with the Peabody Picture Vocabulary Test, Caldwell Preschool Inventory and Situational Tests of Competence. Parents were tested with Parents Expectations for Achievement of Children in Head Start, the Parents Attitudes Toward Head Start, and the "How I feel" measure of alienation. Though participating parents did not show more direct concern for their children's preschool education or more favorable attitudes toward Head Start than those not attending meetings, the children of parents participating did score higher on the PPVT and the Caldwell.

A summary of the findings of these discussion groups for parents would indicate that:

1. Most groups are not successful at gaining the attendance of a majority of the parents; this is more true for low-income than middle class parents.

2. The parents who do attend group discussions are a self-selected population which probably differs from the non-attending parents.

3. Those parents who do attend generally express positive feelings about the effect of the group experience on themselves and on the behavior of their children. In some cases these positive feelings are substantiated through increased peer group acceptance ratings of the children and on

preschool cognitive measures. In other cases no measurable differences have been reported.

4. None of the studies have involved a follow-up to determine the duration or stability of such changes as have been reported.

Comparisons of Parent Group Discussion and Language Development Training

Three studies have been reported recently comparing parent group discussions with parent involvement in Language Development. In the study conducted by Wohlford (# 53) the comparison was made between two kinds of discussion groups, one focused on language development and one focused on sensitivity-discussion. In the study reported by Mann (#54) the comparison was between structured language training for the mothers of preschoolers and counseling and discussion group and a no-treatment control. Adkins (#55) compared a structured language curricula with one focusing on general concepts of child development with Head Start mothers in Hawaii.

The project undertaken by Wohlford had eight different groups of black parents of Head Start children. Groups met twice a week for eight weeks within one of two contexts: helping the child with language skills at home, or helping the parents with their problems of child-rearing. Parents were paid five dollars a session for attending in seven of the eight groups.

The composition of each of the eight discussion groups, the focus of the discussion, whether or not the group members were paid, and the trainers are shown in the table below. (Wohlford, #53)

Table 4

Characteristics of Parent Training Groups

Period/Series	Group Number	Center	Parents	Method	Payment	Trainers
Fall/ Series I	1	Center 1	All mothers	Sensitivity-Discussion	No Payment	AB*
	2	Center 2	All mothers	Language Development	Payment	CD
	3	Center 4	Father-mother pairs	Language Development	Payment	EF
	4	Center 4	Mothers without husbands	Sensitivity-Discussion	Payment	GH
Spring/ Series II	5	Center 1	Father-mother pairs	Language Development	Payment	AB
	6	Center 5	All mothers	Sensitivity-Discussion	Payment	CX
	7	Center 3	Father-mother pairs	Sensitivity-Discussion	Payment	EF
	8	Center 3	Mothers without husbands	Language Development	Payment	GH

*Trainers A, C, and E are male; the others are female. Trainers A and C are white; the others are Black.

In Table 5 Wohlford presents the Trainers Objectives, the Parents Objectives and the Children's Objectives as formulated by the Parent Trainers.

Table 5

Objectives at Three Levels as Formulated by the Parent Trainers

Focus of Objectives	Objectives
Trainer's Objectives	1. To accept the parents by being non-judgmental. 2. To be accepted by the parents. 3. To make parents feel comfortable to be open.
Parents' Objectives	1. To accept the child as an important individual person. A. To spend time alone with the child. 2. To show the child you care. 3. To set responsible limits. 4. To explain situations to child. 5. To understand your feelings about the child and to express them constructively. A. For the parent. B. To model for the child.
Children's Objectives	1. To feel himself to be an important individual person. 2. To feel good as a person. 3. To do things, to say things on his own, and to feel good about it. 4. To express his thoughts.

Attendance of the parents in each of the eight groups are shown on Table 6. In his discussion of findings Wohlford states,

> In terms of attendance as a function of the group content, all four of the Language Development groups had good attendance, but only two of the four Sensitivity Discussion groups had solid success. Thus there appeared to be a trend toward a difference, but the difference was not significant or conclusive. (p. 11)

He further states,

> . . . two of the four groups in the first series were successful while all four groups in the second series were. In the least successful group, Group 4, Mothers Without Husbands, there were never enough mothers present to allow full use of the Sensitivity-Discussion Method. (p. 11)

Wohlford attributes the greater attendance rate in the second series to the additional experience of the Trainers in conducting such groups, and to the fact that the first series was interrupted by a two-week Christmas holiday. In addition, on the basis of the experience with the first series, additional mothers were invited in order to maintain large enough groups with which to conduct discussions.

In his analyses, Wohlford reports that attendance and group process coincided closely with each other in six of the eight groups, with the exceptions of Group I where poor attendance was not reflected in the interactions of the group or the meaning to some of the mothers, and in Group 7 where there was good attendance, but the personal content was relatively impoverished. He also states that "Neither the quantitative attendance data or qualitative group process data indicated any advantage or disadvantage to any of the three classes according to marital status and fathers' participation: all mothers, mother-father pairs, and mothers without husbands." (p. 24)

However, Wohlford reports that when the focus on language development is compared with Sensitivity-Discussion, the former seems more advantageous

Table 6

Parental Attendance at Parent Training Groups

Group Number	Center	Method Number of Scheduled Meetings	Parents	Number Invited			Number Attending At least one Meeting			Number Attending Regularly[a]			Median No. of Meetings Attended[b]		
				Mo	Fa	Tot	Mo	Fa	Tot	Mo	Fa	Tot	Mo	Fa	Tot
1[c]	Center 1	Sens-Dis 13	All mothers	23	0	23	12	-	12	4	-	4	2	-	2 (1-10)
2	Center 2	Lang Devel 15	All mothers	25	0	25	13	-	13	13	-	13	12	-	12 (6-14)
3	Center 4	Lang Devel 15	Only father-mother pairs	26	26	52	9	9	18	8	4	12	10	6	8 (4-14)
4	Center 4	Sens-Dis 15	Mothers without husband	12	-	12	6	-	6	2	-	2	4	-	4 (1-14)
5	Center 1	Lang Devel 15	Father-Mother pairs	15	15	30	9	6	15	7	1	8	11	3	8 (1-14)
6	Center 5	Sens-Dis 15	All mothers	35	0	35	27	5	32	16	-	16	9	(1)	9 (1-14)
7	Center 3	Sens-Dis 12	Only father-mother pairs	20	20	40	7	7	14	5	5	10	8	8	16 (3-10)
8	Center 3	Lang Devel 16	Mothers without husbands	18[d]	-	18	10	0	10	7	-	7	13	-	13 (2-16)
	Totals for groups			174	61	235	103	27	130	62	10	72	9.5	6	8
	Totals for individuals			155	61	216	95	27	122	60	10	70			

a. Number attending regularly means attending at least half of the scheduled meetings.

b. Numbers in parenthesis are the ranges of numbers of meetings attended.

c. All Parents were paid five dollars per session except in Group 1 (Center 1, Fall Series) in which they participate- completely voluntary basis.

d. Including four mothers from Center 4, three of whom attended no meetings in the Fall.

in that "all four Language Development groups attained good attendance and good qualitative ratings, while only one of the Sensitivity-Discussion groups attained a good rating on both criteria." (p. 24)

In the study reported by Mann (#54), three groups were compared:

- a language treatment group with 1 1/2 hours, two days a week for 10 weeks for both mothers and children,
- a group counselling for mothers three hours daily, once a week for 10 weeks and a day care program for their children. This group was included primarily to control for the Hawthorne effect. Group was led by a black doctoral student in Guidance and Counselling, and discussions focused on community issues, adequacy of the schools and feelings of personal worth as related to race.
- a no-treatment control.

Subjects were lower SES mother-child pairs. Children ranged in age from 19 to 36 months. Two of the mother-child pairs were white, the other black. Mothers in the experimental group received lectures and video-tapes of modeled adult-child verbal interaction, and mothers were trained to use verbal reinforcement and corrective feedback techniques. Pre-post tests of syntax style were made in the two experimental groups; the no-treatment control was post-tested only.

Based on the study the author concludes:

1. Modeled adult-child verbal interactions, listening to lectures and micro teaching brought about a significant change in mothers' interactions with their two-year-old children and usage of higher levels of emerging transformational syntax.
2. Implementation of corrective feedback techniques with the child while he was interacting with the media in the preschool demonstrated to be a more effective way of developing and understanding of concepts than just the child's motor interaction with the media and no structured adult-child language.

> 3. The combination language treatment of mother-child interaction at home and the adult-child interaction in the preschool environment brought about a significant increase in the use of higher levels of emerging syntax transformations in the children.
>
> 4. The above conclusions support the performance base model as an effective model for the learner outcome with this population . . . . The modeled video tapes combined with lecture and micro-teaching, were effective in increasing the frequency of the mothers interactions with their children as well as broadening the types of feedback the mothers gave the children.
>
>   The combination of mother and teacher interaction with the two year old child brought about a significant increase of syntax usage at a higher level of emerging transformational syntax. (p. 44)

In the third comparative study the effects of two types of curricula were compared by Adkins (#55): the Hawaii Preschool Language Curriculum and a general enrichment curriculum with eight groups of Head Start children. Two parent programs were conducted: one focusing on cognitive development of the child, and the other on general concepts of child development. Children were pre- and post-tested on the Stanford-Binet, the Preschool Inventory and subtests of the Illinois Test of Psycholinguistic Abilities. Author reports that for all subtests on the ITPA, higher mean gains for children in the language curricula were earned by those whose mothers were active participants in the language related parent program rather than in the child development program.

Though these three comparative studies are by no means replications of one another, the investigators do report some common process and outcome findings:

1. It is possible to engage a sizeable proportion of the parents of preschool children in groups to discuss concerns about themselves, their communities and their children.

2. That the skill and sensivity of the leader or trainer is crucial in getting the attendance of the parents and in engaging them in active participation.

3. Though the findings are by no means conclusive, parents are more apt to attend groups concerned with specific cognitive training than in general sensitivity or child development discussions and to become actively engaged in these groups.

4. In the Adkins and Mann studies, children in the structured language curricula programs showed greater gain on the tests utilized than in the comparative groups.

5. In the Wohlford study, attendance of mothers in the language development curricula was better than in the Sensitivity-Discussion group.

6. All investigators urged that long term follow-up be conducted to assess the stability and duration of these gains.

Needs and Gaps - Training Parents Through Group Discussion Methods

- There is need for further comparisons of the characteristics of non-attending parents and children vs those who do attend parent education workshops.
- Better control groups,measures other than self and trainer-ratings, and tests of significance of differences found are needed in similar studies.

- There is need to identify specific characteristics of trainer-leaders who are successful with specific types of parent groups.

- Long-term follow-up studies are needed to assess the stability and duration of changes.

Parent Education Programs in a Health Setting

Two studies have reported (Sperry and Garner 1965 and Stolz 1967) that physicians receive the highest parental regard as a source of advice, especially in reference to young children. In keeping with this finding, seven currently funded studies are examining the impact of parent education programs provided in a pediatric or health care setting. Wholey (#56) is examining the effects of the summer Health Start program on the children and their families. Glick (#57) is providing a parent education program in a pediatric setting in New York City. Subjects are Negro and Puerto Rican parents with children between 20 and 40 months. The effects of comprehensive health care to all children between the ages of 0-18 in a public health project are being studied by Reynolds at the Medical College of Georgia. Information available states that special attention is being paid to changes in health care knowledge, attitudes, and practices, although specific assessment instruments are not described.

Johnson (#58) is examining the "Relationship of Parent Characteristics and Attitudes to Developmental Status and Changes in Children" at the University of Maryland. The study is examining the differential impact of lecture series and a parent discussion group on parent attitudes. The effects of mother-child relationships and mother attitudes towards children's specific behaviors are being examined by Gutelius (#59) at Children's Hospital in Washington, D.C. Services are provided through a mobile health unit; subjects are healthy women with average IQ's, between the ages of 15 and 20 and are in their first pregnancies. Prenatal care is provided as early as possible, and a nurse on the mobile unit is attempting to alter child-rearing practices on subsequent home visits. Emphasis is on providing appropriate stimulation, especially in language skills, from the time of the child's birth. In an initial survey of 80 teen-age Negro mothers, Gutelius reports that only 20 of the 80 mothers believed in encouraging the children to talk; over one-third thought that the child should be kept absolutely silent. The final study in this group is being conducted by Morris at the Mount Sinai Hospital in New York City (#60). In this study parents are being trained in the waiting room of a pediatric clinic to provide educational intervention with their children.

Results from these studies are not yet available, but preliminary findings should be available within the next year.

Training Adolescents for Parenthood

In recent years there has been a great increase in the number of community-based programs to provide multi-disciplinary comprehensive services for pregnant school-age girls as well as group care for their children. Howard (1971) reports that these programs for girls who live at home during pregnancy and most often keep their babies are serving about 40,000 of the over 200,000 girls under the age of 18 who give birth annually. Three current federally funded studies, Preparation for Parenthood (#63), (#64) and the Family Development Center (#65) are exploring the effects of comprehensive intervention on children and parents. Three currently funded studies are exploring curriculum and program development for training adolescent future-parents in child development. In addition, the Research Utilization and Information Sharing Project (#62) has been funded to provide consultation and develop conferences designed to upgrade the quality of existing group infant care and infant education programs for children of young parents and to develop new ones. Since these studies are currently in progress, only interim findings, if any, are available.

One hundred pregnant school girls and returning dropouts are to be served by the Preparation for Parenthood program (#63) under the direction of Thornal in Waco, Texas. The Preparation for Parenthood and Early Childhood Development Program in Tuskegee, Alabama (#64) was funded recently to provide comprehensive educational, medical, and social services for pregnant school girls and returning dropouts with babies. The Family Development Center (#65) in San Francisco has been funded to provide day care services for infants and comprehensive services for 50 adolescent mothers. To date, 20 girls and their babies have been accepted into this program.

Three projects have been funded in the current fiscal year to provide training for adolescents. In the Demonstration Project For Disadvantaged Young Parents (#66) Pinderhughes is recruiting inner city youth to participate in a program designed to provide knowledge and skills about child care practices. Subjects will be 16- and 17-year-old males and females who will meet twice a month for a two-year period. The program is planning a follow-up to evaluate the participants' use of the training program.

Dow (#67) is developing a one-year curriculum in early child development for adolescent students. Training will include readings, films, and a practicum experience of working with small children. This study is funded by NIMH. Another study being conducted by Dow and funded by OCD, "An Adolescent Program in Child Study and Work with Younger Children"(#68) is exploring the training of adolescents through cross-age helping relationships. Multimedia curriculum materials will be utilized for training youth, paraprofessional workers and teachers. Assessments are to include pre- and post-tests, open-ended interviews, classroom enrironment checklists, observation of student-child interactions and in-depth studies of individual and institutional response to the program. Also to be assessed are the impact on the communities, and various dissemination strategies.

Findings from these adolescent training studies should be available in the next fiscal year.

Parents as Staff

Use of Paraprofessional Staff

Paraprofessionals have been and are being used as staff in many programs centering upon child development and/or parent education. Upon the assumption that most of the paraprofessional staff in these programs will be or already are parents, this use of paraprofessional staff is considered as a means of improving the parenting skills of the staff members in addition to its potential for providing economic, social, and emotional rewards for these workers.

Federally-supported programs such as Head Start, Follow Through, Planned Variation, Model Cities, and Title I programs have employed indigenous paraprofessionals for work with children and parents. Various state-supported school programs use paraprofessionals, as well as many day care programs.

In 25 (#1,2a,2b,4-9,11b,13-16,21a,21b,22,24,25,27,33,35,36,40,41) of the 44 projects included in the home teaching section of this paper, paraprofessionals served as staff. In addition to these 25 projects, the appendix contains descriptions of nine other projects for children and parents which involve the use of paraprofessionals as staff (69-77). In 25 of these 34 projects, paraprofessionals served as the primary staff persons to work with parents and/or children. In 12 of the projects, paraprofessionals served as assistants. (The total of projects using paraprofessionals in these two capacities comes to 37 since in three of the 34 projects paraprofessionals were used in both capacities). In almost all of these projects the paraprofessionals were from low-income groups and were female. In seven of the projects all or some of the paraprofessionals were teenagers and in one "older children" of an unspecified age were used as tutors of younger children.

In assessing the contribution to parent education using paraprofessionals as staff in child development and parent education projects, one needs to consider both the impact of the project on those receiving the services of the staff and the impact on the paraprofessional staff itself.

First to be considered is the impact of child development and parent education projects using paraprofessionals on those which are served by the staff. Results on project impact on those served were obtained for 11 (# 1,2a,4,8,9,13,15,21a,24,25,36) of the 21 home teaching projects which used paraprofessionals as primary staff persons. These results, which were described in the home teaching section of this paper, indicate that all but one (#1) of the 11 projects had a beneficial impact on the children and/or parents served. The findings of the one exceptional case (#1) are described in the following paragraph. (In the case of one (#21a) of these 11 projects, the parents served by paraprofessionals also served as parent educators for other parents so that the positive effect of the program on these target parents may have been due to both of these program elements.)

In three of the 11 projects a direct comparison was made between the use of professional and paraprofessional staff. Data from a pilot study within Weikart's Ypsilanti Carnegie Education Project ([illegible] indicated that after the first four months of intervention there were no significant differences on the Bayley Scales between groups which received tutoring from professionals, from untrained paraprofessionals or no intervention. Levenstein (#9) found that the training of low-income high school educated aides to function as parent educators in her home visit project resulted in the same effectiveness, in terms of significantly greater IQ gains of experimental than control children, as that achieved using social workers as staff in a study the year before. Barbrack and Horton (#13) found in the case of children's post-test score on the Peabody and on one of three subtests of the DARCEE Concept Test that the group which received home visits from a paraprofessional supervised by a paraprofessional scored higher, though not significantly so, than the groups visited by professionals or by paraprofessionals supervised by professionals. On these two post-test measures these latter two groups did not differ from the control group, but the first of the three groups scored significantly above the control group. Barbrack and Horton (1970) pointed out that this evidence of some superiority of the group in which home visitors and supervisor were paraprofessionals over the two treatment groups in which either one or both of these positions were filled by professionals may be attributed not only to greater effectiveness of paraprofessionals but also or instead to the stage of project development at which each of these three projects took place. The project with paraprofessional home visitors and supervisor took place later than the other two, at which time the content of the project was at its most refined stage.

Project impact on those served by projects using paraprofessional staff will next be considered for projects other than those involving home teaching. A teacher aide project conducted in Minneapolis (#69) revealed that kindergarteners in teacher aide-assisted classes had an average gain of 15 points in number and reading readiness, whereas those in classes without aides had a gain of 10 points. In a school aide program in Greenberg, New York (#70), second grade classes with an aide made somewhat greater gains on the Metropolitan Achievement Test than similar classes of the previous year which had not had aides. Chilman cautioned that in neither of these two studies was the statistical significance of group differences tested.

In the Detroit Great Cities School Improvement Project (#71), aides were used in a variety of roles in ths schools, including as school-community assistants whose duties included acting as a liaison between school and community. Only very broad, general statements about the impact of this project were found, with no indication of assessment methods used. Assessment for the 1966-67 period indicated that both school and community gained. The school staff not only was assisted in carrying out its assigned roles, but also learned to understand and respect the local community. Teachers reevaluated their roles. The community received a more accurate picture of the complexity of school operation. Students profited from seeing home and school working together.

Research was conducted at Indiana University on tutoring projects where paraprofessionals, trained with 21 hours of program instruction, tutored first grade children 15 minutes a day, five days a week, in some 50 projects in 12 states. These projects have shown large benefits in terms of reading performance gain on the part of the children. In a Mobilization for Youth Project (#72) using children who were poor students to tutor younger children who had reading difficulties, those tutored over a five-month period gained six months in reading level compared to a control group's gain of 3.5 months.

Next to be considered is the impact of using paraprofessional staff in child development and parent education programs on the paraprofessional staff members themselves. In the Mobilization for Youth Project (#72) just mentioned above, the children who served as tutors to younger children gained, during the five-month project, 2.4 years in reading level. A control group of similar children who did not serve as tutors gained only seven months during this period.

In Gordon's home visiting project for mothers of infants (#4), it was found that paraprofessional parent educators made a significant change toward feeling they had greater control and more influence over what was happening in their own lives. (The feelings of the mothers who received the home visits also moved in this direction, but the change was not statistically significant.) Through having a steady income in an esteemed job in a university setting, they had opportunities to learn successful management of credit through the credit union. They learned about social agencies so that many of them were able to secure better housing, better medical care, and additional formal education. They also became involved in community action programs.

Stearns (1971) reported results presented by Claire Jacobson on program impact on paraprofessional employees in two Head Start centers in New York City. In a center where teacher aides had almost identical roles with the teacher, where they were perceived by the children as a teacher and where they identified more with the teacher than with the parent group, they reported being "less shy" feeling proud to know they are teachers, feeling like experts. They reported liking the job for the relief it offered from home chores, for the increased status they assumed in the local community and because it was more meaningful than restaurant or factory jobs. While Jacobson did not observe mother-child interactions in the home, the teacher aides reported reading to their children and initiating other Head Start activities at home. Two aides reported that they had changed from corporal punishment to reasoning and a more psychological approach to their children's misbehavior. Jacobson also indicated possible marital tension as a result of the wife's success.

In summarizing the findings on the impact of using paraprofessional staff in early childhood and parent education projects, one can say that in all the projects cited in which the only key service persons were paraprofessionals and for which results were available, significant gains on the part of those served were achieved. From the few results available on direct comparisons between using paraprofessional and professional staff, it was found that using the paraprofessionals resulted in as much, and in one case perhaps slightly more, gain on the part of those served as using professionals. Indication of gains on the part of the paraprofessionals themselves include improvement or increases in school achievement, financial management, medical care, housing, participation in the community, dealing with their own children, self concept, and personal gratification. However, possible marital tension as a result of the wife's job success was also indicated.

Training Paraprofessional Staff

Training programs for paraprofessional early childhood education staff are increasing in number. For example, since 1969 in each Head Start program, Career Development Committees have been required to plan for placement and promotions as well as for training of staff. Head Start has always offered pre-service orientation to summer personnel as well as in-service training through professional consultants, discussion groups, lectures, after-hour classes and in-house supervision. Some full year staff members attended eight-week training sessions in child care and early education and development conducted by universities, as well as receiving inservice training. To carry out these training functions as well as adult literacy and vocational training, the Head Start centers have received assistance from a network of Regional Training Offices. Supplementary training of Head Start personnel, especially in line with new "career development" plans, has recently been assisted and promoted through a special contract. Under this program hundreds of Head Start staff have earned certificates, A.A. or B. A. degrees. Several have attained the M.A. degree. As of a few years ago, almost 10,000 were enrolled in college courses (Stearns, 1971).

The appendix contains descriptions of each of nine projects (# 78-86) associated with 4-C efforts which provide training in child care and education for paraprofessionals. Several of these lead to certificates or degrees and/or involve a career development ladder. Activities of various places involved in early child care and education, such as the Demonstration and Research Center for Early Education (DARCEE) at George Peabody College in Nashville, Tennessee (87) and the Juniper Gardens Nursery Program in Kansas (#109), include provision of training for various groups of paraprofessionals in the early childhood area. A great deal of training of paraprofessionals in the early education field has been carried on under Title IVa. Training programs for paraprofessional staff are included in all the Planned Variation and Follow Through Programs. Descriptions of five Follow Through training projects (#88-92) are included in the appendix.

The appendix contains descriptions of eight additional projects concerned with the training of paraprofessional workers in the area of early child care and education. Four of them focus on work in day care. Keister's project (#93) includes the production of educational materials for paraprofessionals receiving training in care-giving for infants and toddlers. Kagan's project (#77) includes training low-income mothers to provide home day care for infants. A project in Los Angeles (#94) trained AFDC mothers to be day care aides. Cunningham, Short, Berryman and Associates, Inc. (#95) are attempting to assess the relative effectiveness of various methods of training AFDC mothers to be family day care personnel. One of the eight projects provides training to high school students for work in various child care settings (#96). Three of the eight projects involve training parents and paraprofessionals for work as classroom aides. Wetzel (#97) is developing methods for training parents, peers, and paraprofessionals to assist in the classroom. Champagne and Goldman (#98) trained Head Start parents and Rubow (#99) trained paraprofessionals to serve as aides in Head Start classes. Results from four of these projects are presented below.

In the project of Champagne and Goldman (#98), role-playing simulation in small groups was the basic strategy for both teachers' learning to teach parents and for parents learning to teach children in Head Start classes. The parents received two and one-half days of pre-service training and daily inservice training during a month-long Head Start program. Evaluation showed that 11 of the 12 parents increased their use of positive reinforcement and eight of the 12 increased the variety of positive reinforcers used.

Rubow (#99) compared three methods of inservice training for Head Start teacher aides with each other and with a control group of Head Start aides who had received no special training. The three training methods consisted of a lecture-discussion method, a guided participation method, and a combination of the first two methods. Analysis of data from rated observations of interaction between the aides and the children indicated that significantly more verbal positive reinforcement was observed for the aides in the three experimental groups than for those in the control group. The data further suggested that the combination of lecture-discussion and guided participation may have had a greater beneficial impact on the aides' reinforcement behavior in the classroom than training which uses only one of these methods. A significant improvement in attitude toward the self, as measured by a semantic differential instrument, was shown in all three experimental groups, but not in the control group. On the test of information concerning child development and preschool curriculum, the three experimental groups showed significantly greater improvement than the control group. (Indeed, the control group showed a decrease in score from pre- to post-test.) During the 11th week of this 12-week training program, rated observations were made of the teachers in whose classrooms the aides were participating. The final observation of the teacher aides was correlated with the observation of the teacher. A mean correlation between .70 and .80 was obtained in each of the three treatment groups and in the control group. Rubow (1969) suggested that these high correlations may indicate an influence of teacher on teacher aide, an influence of aide on the teacher, or both. The present authors suggest that these correlations may in addition or instead be due to the aides and the teachers independently having developed similar classroom behavior.

Chilman cited a study which involved the analysis of 15 demonstration programs financed by the Office of Ecomonic Opportunity during 1966-67 related to the training of auxiliary and teacher aide personnel for employment in the public schools. Analysis was carried out largely by observation, interviews, and the use of questionnaires concerning the role perceptions of the trainees and the instructional staff. Data were also gathered on the individual characteristics of each training program. It was found that the difference among processes in the training programs were more highly correlated with change in the role perceptions of the auxiliary trainees than were the personal characteristics of the trainees. In this study it was also found that many of the trainees who successfully completed their course could not find employment because schools failed to offer them jobs. This failure was frequently related to the reduction in federal funding which had previously been available.

It was also related to the resistance of schools to provide for teacher aide positions.

Unavailability of suitable employment upon completion of training also occured in the case of a Los Angeles program (# 94) which trained AFDC mothers to be day care aides. Upon completion of training, these women were unable to secure work as child care workers because federal funding had been reduced for Head Start and day care programs and because state certification requirements called for at least two years of college education in order to obtain work as teacher aides in programs associated with the Public Education System. A small and equal proportion of experimentals (those who had been in the training program) and controls (matched group of mothers who had not received the training) found employment. It was also found that neither the experimentals nor the controls, as groups, changed from pre- to post-test in self-concept, anxiety, alienation, and attitudes toward child-rearing. However, the trainees expressed almost universal feelings of enthusiasm and approval of the training experience and most said they had learned a great deal about child-rearing and child development. The staff members of the day care centers which had provided practicum experience for the trainees stated that most of the trainees had improved considerably as a result of the training.

In this section on the training of paraprofessionals for work in the care and education of children, indications have been presented of a growing number of such training programs. There appear to be very few reports on the impact of these training programs. Assessment which includes objective outcome measures, observation of actual behavior of the trainees with children, measurement at more than one point in time, and control groups is especially lacking. No follow-up, on-the-job assessment data were found. The few assessment data which were found indicate that different types of training may have differential impact on the behavior or perception of trainees. Training was shown to result in increases in the amount of positive reinforcement given to children and in knowledge about child development. While one training program achieved significant improvement in self-concept, another found no such change. Some training programs have reported that trainees were unable to find suitable jobs due to the lack of funds of potential employers, resistant attitudes toward aide positions on the part of potential employers, and requirement of a college education background in order to obtain such jobs.

Issues, Needs and Gaps

Issues, needs, and gaps in the area of using paraprofessionals, many of whom are or will be parents, as staff in child development and parent education programs include the following:

- More direct comparisons are needed between the use of professional and paraprofessional staff in child development and parent education programs. In addition to making these comparisons in terms of final outcome for those served, advantages and disadvantages in terms of the day by day staff utilization process should also be documented.
- There needs to be more investigation of differential advantages of different types of paraprofessional staff-- for example, mothers with many children; mothers with only one or two children; teen age mothers; expectant mothers; teenagers who are not and are not about to be parents; males, whether or not they are parents; junior high and grade school children.

- In programs in which both professional and paraprofessional staff are to be used, consideration and efforts need to be expended toward structuring the jobs of both types of staff such that each have meaningful, beneficial roles which afford opportunities for learning and advancing and such that the roles are complementary to each other.
- Both professionals and paraprofessionals need to be trained and guided to respect and learn from the other and to work cooperatively together.
- More investigations are needed which compare the effects of different types of training programs a) for paraprofessionals in general and b) for different types of paraprofessionals.
- There is a need to increase the frequency of objective, controlled assessment of the effects of training programs for paraprofessionals. There is a need for more frequently including a) the use of objective assessment instruments, b) observation of the actual behavior of trainees with children and/or parents, c) assessment done at more than one point in time, e.g., before, during, and after training, d) follow-up assessment of the former trainees' actual on-the-job performance and gains made by those served on these jobs, e) control groups of similar people who did not participate in the training program.

CHAPTER III

CHILDREN'S PROGRAMS WITH A GROUP TRAINING COMPONENT FOR PARENTS

Introduction

Parent involvement and education components are also provided in programs in which the primary intervention is with the children. These parent involvement components provide for training mothers in groups in settings outside of the home. Assessments are generally made (or planned) to measure the impact on the children in the primary intervention situation, although some studies in this group also measure the impact on the attitudes of the parents. When there are no control groups of child intervention without a parent component, findings are confounded. Studies currently reported fall into this category, although the studies by Boger (1969) and Radin (#107) and of the Belle Haven Preschool Project (#108) do control for amount and type of parent involvement.

These parent involvement components of children's intervention programs are discussed in five categories:

- Training parents who work with their children to enhance general cognitive development.
- Training parents to use behavior modification techniques with their children.
- Group experiences for parents of children in preschool or primary grades to increase home-school communication and understanding.
- Parent involvement in decision-making positions in programs affecting their children.

Training Parents to Enhance General Cognitive Development

Parent education programs to enhance cognitive development of their children include training to increase language usage, programs to train parents to use curriculum materials at home, and special programs aimed at developing materials for use with Mexican-American parents.

In a study reported by Boger (1969) conducted at the Merrill-Palmer Institute, "Parents as Primary Change Agents in an Experimental Head Start Program of Language Intervention", subjects were 72 rural white disadvantaged and advantaged children and their parents. Mothers were assigned to three 12-week training groups: developmental language, structured language, and a placebo workshop (#100) group. Mothers in the two experimental groups were trained by teachers to use materials developed by the teachers. Pre-post assessment instruments for the children included the Wechsler Preschool and Primary Scale of Intelligence, the ITPA, Hess and Shipman Mother-Child Toy Sort and Block Design, and the Experimental Self-Concept Social Constructs Measure. Mothers were pre-post tested on the Hess-Shipman Mother-Child Interaction and the Experimental Tell-A-Story Test developed by the project. Attendance in the experimental groups was high; only six of the 72 sample mothers did not attend parent training meetings. Boger points out that the three groups where attendence was best were led by teachers who were warm and empathetic.

Results reported by Boger indicate that:

1. Child change differences as a function of treatment provide results which are equivocal. No clear evidence of the superiority of one level of structure over another in treatment content is evident.
2. Children whose parents participate in language education programs in which increased interaction

with the child is stressed increased in language skills. The experimental language groups performed higher than the placebo control on verbal intelligence subtests on the WPSI.

3. Children whose mothers interact early, personally, and specifically with their children, have a more positive perception of their mothers' view of them, and with disadvantaged children, this interaction also results in a more positive self concept.

4. Mothers who participate in specific language programs increase their own verbal and linguistic skills as well as the quality of interaction with the child.

5. Children whose mothers participate in a specific parent education program such as language training perform better than children whose mothers participate in a general workshop or no treatment group.

6. Head Start eligible children perform as well as Head Start ineligible children when their mothers work with them in the home. However, advantaged children perform at a higher level than disadvantaged children when no specific directions for the mother to work in the home is given.

7. Head Start children in this rural area perform at a higher level than Head Start eligible urban children commonly reported upon in the literature.

8. Rural mothers' attendance in a parent education program is higher than urban mothers participation commonly reported in the literature. (p. 106,107)

In the Sprigle "Learning to Learn" Program (#101) children are provided with a three or four year continuous sequential curriculum, and their parents are taught specific methods, techniques and activities to be used at home to aid developing the learning process of their children. First year evaluation of 23 children of lower-middle SES families indicates that the children made significant gains on the Binet, School Readiness Screening Test, the ITPA Vocal encoding and the ITPA Auditor-focal Association tests. Impact of the parent education component was not separately reported.

In a program conducted at Hahnemann Community Mental Health Center in Philadelphia reported by Swift (#102) a group of seven mothers with children in public preschool programs took part in the first phase of the study, and another group of seven took part in the second phase. Mothers were generally young, with an average of nine years of education; only one was currently married, and only two had telephones. For all, living conditions were poor, and for some substandard. Nonetheless, these mothers did attend a two-hour, once a week program for 12 weeks designed to encourage the mothers to engage in reading and story telling with their child. Mothers assessment consisted of pre-post measures on the Children's Apperception Test cards, mean sentence length and other language usage measures. Children were assessed by the PPVT, the Caldwell Preschool Inventory, the ITPA, the Inventory of Oral Communication for Children as well as two nursery school behavior rating scales. Results reported include that the mothers increased three aspects of their language style: sentence length, stimulus utilization, and introduced content.

Difficulties were reported in testing the children due to lack of an adequate testing site in the preschool, inappropriateness of some of the tests used, and behavior problems with the children, so that children's test scores were not felt to be meaningful. Swift does conclude, however, that the mothers showed a good deal of interest in the program, and they clearly increased their language abilities in the above mentioned areas.

Three current studies are attempting to involve the parents of Mexican-American children in the preschool programs of their children. The study by Swander, "A Pre-school Program for Spanish-Speaking Children", (#103) has developed a language achievement test for four year olds, administered in both English and Spanish. Parents of the children engage in discussions of their own and the child's self concept, and are encouraged to use educational materials at home. A preschool program, the "Responsive Environment Project for Spanish-American Children" in Clovis, New Mexico (#104) is providing a preschool through grade three program for children, and is developing materials for teaching both the children and the parents. "The Mobile Head Start Program for Migrant Children and Parents (#105) was conducted by Hindsman in Austin, Texas, and has developed training materials for parents and tutors.

Two separate studies have been reported by Radin (#106 and #107) in which various training methods for parents have been compared. In the study reported in 1968, "Piaget, Skinner, and an Intensive Preschool Program for Lower Class Children and Their Mothers," subjects were 100 disadvantaged preschoolers and their mothers. Children attended classes one-half day, four days a week for nine months. Mothers were divided into three groups matched on critical independent variables and willingness to participate in group meetings. Focus of program for parents in Group I was presenting specific behavior modification techniques related to child management problems suggested by the mothers. Group II was provided with training in activities designed to foster cognitive development of their children. Group III listened to lectures on child development and were taught by participant group techniques such as role playing. Interim results reported before completion of the project indicated that about a third of the mothers in each group became active participants and gave every indication that they were using the techniques learned. About a third of the mothers never attended; the other third attended irregularly. Though the mothers in the lecture group appeared to be as involved in the mothers in the other groups, they would not wait for the lecture to be completed to ask questions, but interrupted and comments were made and pertinent questions discussed through out the session, so that the lecture group became more of a discussion group.

In the second study reported by Radin (#107) "Three Degrees of Parent Involvement in a Preschool Program: Impact on Mothers and Children," subject were 80 four-year old children and their mothers. Children were enrolled in a preschool program and were divided into three groups. Group A children were provided bi-weekly home tutorial sessions conducted in the presence of the mothers who were encouraged to participate. The mothers in Group A also participated in small group meetings focused on child-rearing practices. Group B children participated in the classroom program and the home tutorials with parent involvement, but with no discussion group for the mothers. Group C were tutored, but there was no parent involvement. Assessment instruments for the children included the Binet, PPVT, and a Pupil Behavior Inventory completed by teachers; a pre-post design was used. Impact on the mothers was assessed by the Glasser-Radin version of the PARI, the Radin and Sonquist Cognitive Home Environment Scale, and a questionnaire assessing the stimulation present in the home. First year findings were that there were no significant difference on the Binet or the PPVT between the groups of children, though all three groups gained over 12 points on the Binet and 13 on the PPVT. On the Pupil Behavior Inventory, three factors showed significant gains: Creative Inquisitiveness, Academic Motivation, and Good Student Behavior. Again, there was no significant difference between the groups of children. Results of the post tests of the mothers indicated that there were no significant differences for Group C, the group with no parental involvement. For Group A, the group with maximal parental involvement, changes were obtained on both the PARI and the CHES. Group B, the group with a moderate amount of parental involvement, showed significant changes only on the CHES on the factor pretaining to grades expected. On a one-year follow-up, the children in group C lost one point on the PPVT IQ, and the other two groups gained over 13 points during the kindergarten year in spite of similar scores for all three groups at the start of the year. Radin reports that only the gain for Group A was significant, however, as there was a greater variance in the gain scores for Group B. The mean WPPSI scores for the children in Groups A, B, and C, were 102.6, 97.1 and 96.5 respectively. The differences between the groups were not significant, but there was a tendency for the scores to vary with the amount of parental involvement during the preschool years.

In discussing the findings, Radin points out that:

> The results obtained in this study are concordant with other investigations assessing the effect of a parent program which augments enriched preschool classes. There were no discernible differences at the end of the one-year program. Thus the hypothesis regarding the immediate impact on children of a parent program was disconfirmed. Changes were obtained, however, in the attitudes of mothers involved in the program, with the most change, and the most clearly desirable changes, found in the mothers who were offered the opportunity for maximum participation. The hypothesis regarding the effect on the parents was therefore confirmed. (p.6)

The limited one year follow-up study (conducted on 34 percent of the children) suggested that the mothers who had the greater opportunity for participation continued to provide support for further cognitive development of their children. The author suggests that for maximum impact, parent involvement should be intense. The findings also indicate that follow-up of other such interventions should be conducted to assess long-term impact and/or sleeper effects.

A comparison between two degrees of parent involvement of 50 disadvantaged preschool children has been reported by the Belle Haven

Preschool Project (#108) conducted by the Mental Research Institute of Palo Alto, California for 1966-68. Children of both groups participated in a two-year enrichment preschool experience. There was no control group of children in an enrichment program which did not have a parent component. Home visits for both groups of parents are reported. In the intensive parent participation group, weekly parent education classes were held and the mothers participated in the preschool program weekly. In the minimal involvement group, monthly parent education classes were conducted and participation by the mothers in the preschool program occured monthly. Instruments to measure impact on the children include the Stanford-Binet, The PPVT, ITPA, Metropolitan Reading Readiness Test, and the Stanford-Achievement Test. Children were tested in the fall of 1966 when they entered the program, in February of '67 and in June of '67. They were again tested in the fall of '67 and in June of 1968, which was the end of the 2nd year of the preschool program. Children were tested again at the end of their kindergarten year, and the end of the first grade. Thus there was a two year intervention program and a two year follow-up.

Table 7 shows a comparison of the mean scores on the Stanford-Binet for the children with parents in the intensive and minimal involvement parent education components. At the end of the first four months both groups showed large gains, with the intensive group showing a mean gain of 17.52 and the minimal group a mean gain of 13.41. For the second six month period, the children showed a small gain: 3.21 for the intensive group and 3.30 for the minimal group. Overall first year gains were 20.12 and 16.24 respectively.

During the second year the intensive group showed a gain of 7.11 points and a two year gain of 13.16 points. The minimal group showed a second year

Table 7

Mean Scores on the Stanford-Binet for Children with Parents in Intensive and Minimal Parent Education Components
(Belle Haven Preschool Project)

	C/Intensive	C/Minimal
	N= 17	N= 17
Mean, Fall 66	86.24	88.47
Feb. 67	N= 21	N= 22
	103.14	101.41
June 67	N= 17	N= 17
	106.35	104.71
June 68	N= 19	N= 18
	101.58	103.44
Summer 69	N= 18	N= 17
	96.83	99.41
Summer 70	N= 18	N= 17
	92.94	97.06

Mean Gains on the Stanford-Binet for Children with Parents in Intensive and Minimal Parent Education Components

	Intensive	Minimal
4 month gain	17.52	13.41
1 year gain (cumulative)	20.12	16.24
2 year gain (cumulative)	13.16	16.00
3rd year follow-up (net gain)	8.44	10.88*
4th year follow-up (net gain)	4.56	8.53*

*Differences between intensive and minimal groups not significant gain of 10.83 points and a two year gain of 16.00.

At the end of kindergarten, the intensive group showed a mean third year loss of 4.67 and a net three year gain of 8.44 points. The minimal group showed a third year loss of 4.94 and a net three year gain of 10.88 points. These differences are not significant.

During the fourth year (1st grade), the intensive group showed a loss of 3.89 points and the minimal group a loss of 2.35 points. Total mean gain over the four years for the intensive group was 4.56 and for the minimal group 8.53. The difference between these two scores is not significant.

On the Peabody, both gains and losses were more gradual than on the Binet. The author points out that although differences between the two groups are not significant, with the limited type of analyses and significance test used (x^2) the results show that the mothers participation apparently made the most difference in the first four months and secondly in the first eight months.

By the end of the first grade in public school, most of the initial gains have been lost. Conclusions which can be drawn from this study are limited because there was no control group in which the children participated in the preschool program, but had no parent involvement. However, it does appear that for these two groups of children, degree of parent involvement did not have a significant effect on the initial amounts of gain, nor did it have the long-term effect of sustaining initial gains through the kindergarten and first grade of school.

A comparison of differential effects of the amount of participation of mothers was conducted by Leler (1968). She identified all the mothers willing to participate in the parents' program and then controlled for the amount of involvement ranged from once to several times a week. Leler reported that the children of the high participant mothers did significantly better on tests of achievement and development than the children of low participant mothers. Again, this may have been a self-selected sample.

McCarthy (1968) studied the impact of three levels of participation on parent's attitude change and on the child's language ability. Group I parents participated in regular planned group meetings with a teacher and a consultant. Group II parents were visited at home by the child development specialist. Group III was a no contact group. Subjects were 41 four-year old children in three Head Start Centers, matched on Mean IQ, sex ratio, education of the parent, number of siblings in the family and race. The only statistically significant group difference in parent attitudes was between the no contact group and the home visiting group. On the Hereford attitude survey instrument, parents in the home visiting group gained more on the "Confidence" subtest.

Summary

Most of the studies attempting to measure the impact of a parent education component have had methodological problems and have not followed up the children for long enough to offer any firm conclusions. Findings in most studies are equivocal and there is a considerable amount of inconsistency between the findings of various studies.

- Some studies have reported that children in a preschool program tend to show greater mean gains in IQ and Achievement when their parents participate in a parent education program aimed at increasing language usage, cognitive development. Other studies report no significant differences among the groups of children, but have found some differences in attitude change among mothers.

- Some studies have reported greater group gains among mothers and children when the mothers participate in a specific language training program than in a general discussion program.
- The Radin report suggests that follow-up studies are indicated to assess "sleeper" effects since attitude changes among the mothers may not be reflected in the children until a later date.
- On the other hand, the Belle Haven project reported greatest gain during the first four months, but on a four year follow-up differences in Binet IQ of children with mothers in an intensive and minimal involvement program are not significant, and most early gains were not sustained into the elementary school.

Training Parents to Use Behavior-Modification Techniques

A number of studies have been conducted to attempt to change mother-child interaction by teaching behavior-modification techniques.

Champagne (#98) reported on a study in which first teachers were trained to teach parents, and then parents were trained to use positive reinforcement techniques, and then functioned as Head Start teachers under the supervision of professional teachers. Based on analyses of audiotapes of the parents' teaching, observations, and interviews with teachers and supervisors it was reported that 11 of the 12 mothers increased their use of positive reinforcement and eight of the 12 mothers increased the variety of reinforcers used.

Schiefelbusch (#109) attempted to teach parents to use positive reinforcement with their children to enhance and sustain cognitive development of their children attending preschool programs. In the Schiefelbusch study of the Juniper Gardens Parent Cooperative Preschool project 30 mothers and their children attended preschool sessions four mornings a week. Parents were taught to observe and record specific instances of carefully defined child behaviors. They were also trained to teach children using tutorial lessons covering pre-academic and primary level skills. Classroom management techniques were taught to the mothers who then functioned as teacher-aides. Progress of the children was measured by observation records including video-tapes of parent-child interactions. Assessment instruments included the PPVT, Wide Range Achievement Tests, Caldwell Preschool Inventories which were administered at the beginning and end of each year. Schiefelbusch reports that at the end of the year the mothers at the co-op were quite skillful both at tutoring and at managing group activities in the classroom. Children showed an average gain of 23.5 IQ points on the Peabody at the end of the year. Range of IQ's at the beginning of the year was 23-92; at the end of the year the range was 53-115, and every child showed a net gain in IQ.

A currently funded study by NCERD and implemented by the Arizona Center for Early Childhood Education is attempting to train parents to develop questioning children (Garcia, #110). The training program consists of five formal sessions in which the mother discusses a children's book with her child following a style modeled by the trainer, and is trained to reinforce her child's question-asking. Mothers are asked to work at home with the child for at least two sessions of 10 minutes duration, during which the mother counts the number of questions the child makes. Results of this study are not yet available.

A three month project was conducted in a rural Parent-Child Center to teach mothers how to increase the language development of their children. Staff and mothers were trained to administer a language test, to modify children's language behavior, to use positive reinforcement (M and M's) to encourage the children to talk more and to assess changes in the child's vocalization. According to reports from the center, 90 percent of the 20 children involved showed improvement in amount of vocalization as measured by the Gesell. In another Parent-Child Center the local Mental Health Institute provided parents with a training program designed to demonstrate the simplicity and effectiveness of using behavior modification techniques to bring about language improvement. Though the effectiveness of the program was not formally assessed, the mothers were reported to be very interested in the program and attempted to carry out the reinforcement schedule. (Lazar #119)

A recently funded project to determine the effects of incentives on the development of reading readiness skills is being conducted by Barnard (#111) in the Mesa Public Schools in Arizona. Subjects are 60 Mexican-American, Negro and Indian Head Start children and their parents. Program is an eight week parent-child training approach utilizing three types of incentive treatment. In one class both parents and children will receive incentives; the second class will involve incentives for the children, but not for the parents. In the third, neither children or parents will receive incentives. Differential impact on reading readiness will be measured. Results of this study are not yet available.

Though the data from these studies are not adequate to support firm conclusions, it does appear that mothers are interested in, and attempt to carry out behavior modification techniques, and that positive changes in specific areas of mother-child interaction have been achieved in some of the studies. Data on the stability of changes effected are not available.

Needs and Gaps - Training Parents to Enhance General Cognitive Development

- There is need for basic studies to determine relationships between specific maternal bahaviors and child behavioral outcomes.
- There is need for more carefully controlled studies comparing different content of training curricula for specific groups of parents and their differential impact on parents and children.
- Follow-up studies are needed to assess the possibility of "sleeper" effects on mothers and children not immediately apparent.
- There is need for long-term follow-up to assess the durability of changes among parents and children.

Group Experience for Parents of Children in Preschool or Primary Grades to Increase Home-School Communication and Understanding

Seven recent and currently funded studies include a parent component designed to increase the amount of communication between the home and school, in which the major intervention is with the child, and the parent component is minimal. These studies include the Howard five year group day care program, Keister's Group Care of Infants Project, The Martin and Cynthia Deutsch preschool project in New York City, Preschool programs conducted by the Sacramento, the Detroit and the New York State school systems, and the CUE parent participation projects conducted in the public schools in the Bronx. These studies provide information about successful techniques for involving parents, give descriptions of the kinds of involvement of the parents, and the kinds or services provided; few, however, assess the impact of the parents' component on the child independently from the children's component.

In the Howard University study (#112) 30 children were recruited at age three and provided with traditional nursery school program. In the report prepared by Kraft, Fuschillo and Herzog (1968), the objectives of the parent involved program were stated as:

> 1. To secure the cooperation of parents or parent substitutes in supporting and reinforcing the efforts of the teachers so as to promote the general intellectual and social growth of the children.
>
> 2. To support and reinforce the nursery-school experiences of the children by activities in their own homes. (p. 36)

The approach used with the parents was that of "We need your help in doing a good job with your children" rather than "You need our help to become better parents." A social worker and a teacher were employed as adult workers, and group meetings for parents were held twice a week during the first year for a total of 49 group meetings. Discussions of child rearing problems, reports of what was happening in the nursery school, as well as special training for mothers in cooking, sewing, and making toys for children were held as well as a variety of trips, parties and other activities involving parents and children. Except for the parties and special events, attendance ranged from one to eight parents with an average of four attending during the first year, and somewhat fewer parents attending in subsequent years. Though no formal assessment was made of the adult activities program it was felt that the parent activities had contributed to an excellent relationship between the staff and the parents. Further, the group meetings appeared to have a good deal of significance for about a fourth of the parents who expressed the feeling that they had benefited from these experiences.

In the group care of infants program conducted by Keister (#113), parents were involved primarily in conferences about their child, often at the beginning or the end of the day, but also at other times when requested by parents or staff. In the Deutsch (#114) program the parent component consists of home visits by teachers to familiarize the teachers with the living conditions of the child, group discussions about community and child-rearing problems, field trips, and parent observation in the classroom. Once a month there is a scheduled parent meeting for parents with all institute personnel. No formal assessment of the parent component has been reported. The difficulties of involving low income parents and their distrust of any program taking place in a school setting are discussed.

Three school systems have reported on preschool programs with parent components: New York State, Detroit and Sacramento City schools. The New York State (#115) report is based on questionnaire responses by 49 of

The Sacramento City Unified School District has been holding programs for preschool children and their parents since 1948. The report for the 1967-68 programs (#116) covers 23 classes in 14 schools which serve 405 pupils and their parents. Each of the 23 classes in the program held separate monthly meetings for the parents; discussions centered around the use of community resources and services, the roles of the father and mother in the family, and nutrition and health needs of children. In addition to discussions, speakers, films and demonstrations were utilized in the monthly meetings. It was reported that most parents observed in the classroom of their child one day a week and met with teachers in conferences about their child. An advisory council composed of an elected parent representative from each of the schools met to discuss city-wide goals for the program, to sponsor social events and to make recommendations regarding the future directions of the program. Findings on the parent component were based on questionnaires completed by the kindergarten teachers and the parents. The kindergarten teachers were asked to indicate whether they observed differences between the children who had participated in the preschool and Head Start classes, and those who had not. Twenty-two of the 38 teachers responding reported that they had observed differences, 15 that they had not observed differences, and one indicated that she did not have sufficient basis for judgement. The differences mentioned most frequently were:

1. the parents of preschool and/or Head Start pupils showed more interest in their children's programs (6 teachers)
2. the parents of the preschool and/or Head Start pupils participated in activities more frequently (3 teachers)
3. the parents of the preschool and/or Head Start pupils were more cooperative (3 teachers) (p. 19)

the 50 preschool programs in the state. In these programs parents with children in a preschool program had home visits made by staff including teachers, social workers, nurses and aides for case conferences about their child, to discuss family problems and follow through on plans made for the medical and dental care of the child. Teachers also took books and play materials to the homes. Parents participated on advisory councils for the programs, observed in classroom, and went on field trips with their childrens' classes. About 30 percent of the mothers served as a volunteer in the class for one or more sessions. Group discussions on child-rearing problems and on consumer education, general home management and preparation for employment. On the basis of questionnaires, the following changes in the parents were reported:

Table 8

Parental Changes as a Function of Staff Effort

Type of Changes Occurring as a Result of Staff Efforts	Estimated Number of Parents Involved in the Changes (Percentage of all Parents
Obtained membership in public library	176 (4%)
Enrolled in programs for further education	197 (4%)
Indicate increased interest in physical self-improvement, (sewing, cooking, dieting, exercise, grooming)	569 (13%)
Received jobs	187 (4%)
Indicate increased concern toward child's health problems (medical, dietary, etc.)	1138 (26%)
Indicate increased concern toward children's school attendance	973 (22%)
Were able to locate better living quarters	142 (3%)
Received help in such other areas as in filling out welfare forms; applied for greater or additional types of benefits of which they were previously unaware	445 (10%)

At the close of the 1967-68 school 188 (of the 345 parents) completed a structured and open-ended questionnaire during a weekly parent session. Among the findings reported by the parents were:

- 183 parents reported that they felt the program had been good for them. Two parents reported that the program had not been helpful, and three did not respond.
- 114 parents indicated that the program had helped them to understand their children better.
- 16 parents reported that the program had taught them how to help their children at home.
- 13 parents indicated that the program had helped them to make many new friends in their neighborhoods.
- 185 parents reported that they felt the program had been of help to their children; only one parent indicated that the program had not benefitted her child, and two parents did not respond.

The free responses to the question on how the program had helped their child were:

- 103 parents responded that their children had learned how to work and play in groups.
- 48 parents indicated that their children had learned "many things" they did not know before the program.
- 26 parents indicated the program helped their children become more independent.
- 25 parents indicated the program helped their children to communicate and/or express themselves verbally in English.
- 13 parents indicated the program had helped their children become better prepared for kindergarten.
- 10 parents indicated the program had helped their children to make new friends in their neighborhoods.

When asked to indicate which features of the program or school personnel had been particularly helpful to them helpful elements were identified in the following order: teachers, field trips, the school nurse, teacher aides, the health education program, other parents participating in the program, the speech demonstrations, introduction to community services and the school social worker. Nearly 80 percent of the parents reported that the subjects discussed at the parent meetings had been helpful, and the topics most frequently cited as helpful were those concerned with child development, child behavior, sex education and family life adjustment.

In summary, the responses of the 54 percent of the parents who completed the questionnaires were very positive. The parents who did participate, and who continued to particpate until the end of the school year undoubtedly represent a biased sample of the entire target group. How free the participating parents felt to criticize the program might also be questioned. Nonetheless, it might be conlcuded that the large majority of the participating parents reported that the parent involvement component had positive impact on them and on their chidlren.

O'Piela (#117) reported on the evaluation of the effectiveness of 14 preschool centers on the school readiness of 800 low-income three- and four-year old children and their parents in the Detroit public shcools. Children participated in a preschool program four days a week; parents were visited at home by staff. In addition, parents were invited to accompany classes on field trips, to attend weekly meetings at the school and to hear lectures and discussions on health, child care, nutrition, child rearing methods, cooking and crafts. A total of 159 parent meetings were held between April and August of 1966. About 57 percent of the mothers attended these meetings. A questionnaire was distributed to a random sample of parents in the preschool centers. The questions included reasons for not attending meetings, preferences for types of meetings and amount of satisfaction with present meetings. Highest preferences for type of meetings was for the preschool teacher to demonstrate childrens' activitities (23%) and for lecture-speakers (20%). Least favorite programs were films (3%) and social activities (2%). None of the 104 responses to the questionnaire answered negatively to the question, "What things didn't you like about the parent education meetings?" Again, the extent to which the parents who particpated and responded represent a biased sample must be questioned, as must their sense of freedom in criticizing the program. Mean gains of the children in vocabulary exceeded expected gains. Since no comparison was made between the gains of the children whose parents did participate with those children with non-participant parents, the impact of the parent component on the children cannot be determined by the data presented.

In the spring of 1970 the CUE program supported by NCERD initiated a parent participation workshop program for Puerto Rican and black parents of fourth-grade children from nine schools in the South Bronx. The purpose of this program is to encourage constructive interaction between school personnel in this ghetto area and the poor minority parents. Nine weeks of discussions and training in leadership skills conducted in the Community Learning Center were held. At the end of this period each participating parent conducted workshop sessions with between 10 and 15 parents she recruited from her own school. Twenty workshop sessions were held in each school. In all, the group leaders attended 26 training and supervisory sessions; approximately 140 parents participated in the training program. No assessment of the impact of these workshops were reported at this time.

Though formal assessments of programs aimed at increasing home-school communication and understanding generally have been lacking, reports have provided some information about how to involve and interest parents. These findings may be summarized as follows:

- Though it is difficult to involve most parents in programs outside of their home, it is possible to involve a sizable minority.
- The manner and the basis of how parents are approached seems to be an important element in gaining attendance. When the approach is on gaining the assistance of the parents rather than on teaching the parents, more parents are apt to attend.
- Nearly all parents who do attend group meetings report that they feel they and their children have benefited from the program.
- Generally, though not always, parents report greater interest in and benefit from those programs which provide demonstrations of specific activities than of lectures and films.
- Few of these programs have been evaluated by other than parent self-ratings and/or teacher ratings.

Needs and Gaps - Programs to Increase Home-School Understanding

- There is need to develop further outreach methods to involve larger numbers of parents in these programs.
- Comparisons of participating-non-participating parents and children are needed.
- There is need for assessments other than sta-f or parent ratings. Impact of parent participation on the child, the parent and the institution needs further study.

Parent Involvement in Decision-Making Positions in Programs Affecting Their Children

Middle class parents have long been involved in decision-making positions on boards and councils of nursery schools, day care centers and other programs in which their children are involved. With the advent of Head Start, the poor have been involved in these roles also. Such a role is in keeping with democratic philosophies, and also stems from the concept that such participation would serve to reduce the dependent and powerless position of poor parents.

Amount and Type of Participation of Parents in Decision-Making Roles

Gaining the involvement of low-income, often poorly educated and suspicious parents in such positions has presented numerous problems. From the survey conducted by the Bureau of the Census in 1968, about 86 percent of Head Start centers reported either a Policy Advisory Committee on which parents were represented, or served on an administrative committee. However, of all the parents with children enrolled in Head Start, only 13 percent of full year, and 9 percent of summer Head Start parents were on such committees. Such statistics give an indication of the *amount* of parent involvement in decision making positions. They do not, however, give any indication about the *impact* of this involvement on the parents, on the children, or on the programs provided.

In discussing the impact of participation in decision-making positions of parents in Head Start, Stearns (1971) states:

> The continued attendance of parents on the Policy Advisory Councils, work sessions to plan programs, etc., constitutes evidence that many have been exposed to the kinds of decisions and problems involved in running such an enterprise, and that Head Start is, to a greater extent than other preschools,

viewed as their program. But there are no direct evaluations of impact on parents' status, attitudes or actions, nor is there direct evidence to show that when the poor do conduct the Head Start agencies and centers their children are more likely to be benefited either in the short or long-run.

Head Start is unique in attempting this kind of involvement. It is possible that "parent power" in the conduct of Head Start had positive effects on a significant number of parents and through their increased participation, on the children.

There is a great deal of anecdotal and indirect evidence that a few families at least have been greatly affected by this kind of involvement in Head Start. One thing is that, in some instances, Head Start parents have become a considerable community action force. It is safe to assume, for example, that Head Start parents have added impetus to the community-control-of-schools movement and to many civil rights activities. The Kirschner Survey (1970a) names particular Head Start Policy Advisory Councils and other community and parent groups as the primary change agent in institutional modifications, such as new health clinics for residents of the low-income area, hiring qualified low-income community residents rather than outsiders as classroom teacher aides in the schools, initiating and staffing a food-buying cooperative.

The three characteristics identified in the Kirschner study which were associated with Head Start involvement in change were 1) a high degree of visibility of the Head Start program 2) a community climate conducive to change (including availability of funds, active civil rights organizations) and 3) a high level of parent participation, defined as a high ratio of nonprofessional to professional staff and parental control over the selection of staff members (pp. 17-18, emphasis added). The authors sum up the impact of the Head Start programs on just the health and education institutions of the society -- the two their survey covered:

> One can truly say that these institutions are still not fully responsive to the poor, that the local commitment to change has not been backed by local dollars, and that available educational and medical technology is not adequate to the needs. But one cannot deny that in a short time, with a relatively small investment, Head Start has been closely associated on a national basis with the development of fundamental changes in educational and health institutions, two of the most crucial institutional groups in the country. Head Start has been a successful strategy in that it has widely achieved its goals of modifying local institutions as they are more responsive to the needs and desires of the poor.

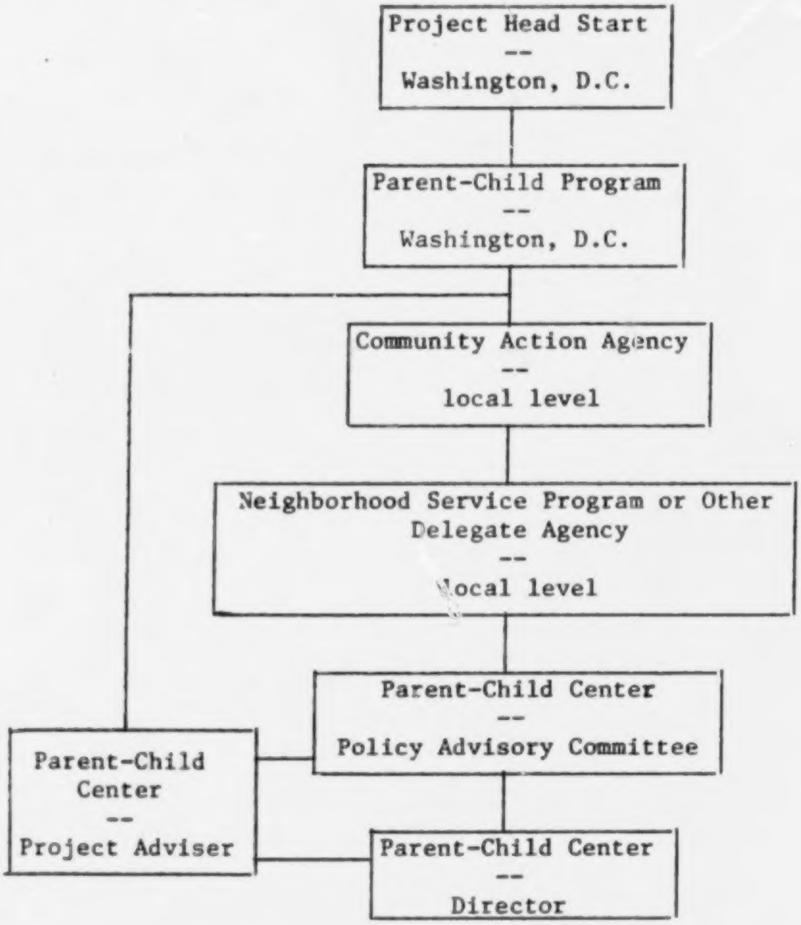
We can conclude that some "parent power" in Head Start had effects for the better on both parents and their young children. And while

> Head Start effects cannot be separated from those of other poverty, education, and civil rights movements, we can assume that its philosophy of participation -- even if not practised widely -- has been influential in changing teaching and administration in the primary grades of public schools, for example, the use of paraprofessionals and the increased demand for day care and prekindergarten programs. (pp. 91-93)

Extent of Decision-Making Powers for Parents

An indication of the complexity of the administrative structure and the extent to which parents can have decision-making powers in a federally funded program is shown in the chart of the administrative structure of the Parent-Child Centers. (Lazar #119)

PCC Administrative Structure


Project Head Start -- Washington, D.C.
Parent-Child Program -- Washington, D.C.
Community Action Agency -- local level
Neighborhood Service Program or Other Delegate Agency -- local level
Parent-Child Center -- Policy Advisory Committee
Parent-Child Center -- Project Adviser
Parent-Child Center -- Director

By the end of the first year of operation, all but three of the 35 funded PCCs had established permanent Policy Advisory Committees, though not all were functioning at the same level of activity as shown in the following:

> Although a total of 32 Parent-Child Centers had established a permanent PAC, these bodies functioned in various ways and with differences in authority, autonomy, and activity, and have been grouped in the following way:

Level of Activity	Number of Centers
Not yet active, seldom meets, or does not have decision-making poser	7
Meets regularly, but decisions dominated by professionals	4
Active, meets regularly, participation of parents growing	8
Active, meets regularly, parents take active part in making major decisions	11
Not enough information available	2
	32

The report continues:

> Most centers have met the formal guidelines specified for the PAC's in that they have established a committee with half of the members parents, and that the PAC 'aides and advises' on various program, personnel, and administrative matters as well as in the selection of clients. The information reported by PCC directors on the number of Committee members, the method of selection, the frequency of meetings and the areas of decision-making is shown in Table [9].

Table 9

Parent-Child Centers' Policy Advisory Committees
(31 Centers Reporting)

	Percent
Does PCC have a Policy Advisory Committee	
Yes	90
No	10
Average Number of Members on PAC	22
Range: 10-40	
Proportion of Members who are Parents*	48%-85%
Method of Selection of PAC Members	
All members elected	51
All members appointed	16
Parents elected, professionals appointed	13
Parents and professionals volunteer	10
No PAC	10
Frequency of PAC Meetings	
Monthly	58
Biweekly	19
Weekly	7
When Needed	7
None	9
Final Desicion Making Power rests with:	
Policy Advisory Committee	43
Delegate Agency, NSP or CAA	57
Policy Advisory Committee Aides in the Following (by Number of Centers reporting in each category)	
A. Selection of:	
1. Paid professional staff	86
2. Nonprofessional staff	64
3. Consultants	46
4. Other	7.1
B. Project Administration:	
1. Determination of time and leave regulations	36
2. Preparation or approval of budget	68
3. Signing payment checks	14
4. Raising funds	39
5. Conducting grant negotiations	32
6. Other	7
C. Program Planning:	
1. Plan or approve program proposal	96
2. Determine scope of parent programs	82
3. Supervise day-to-day child program operations	36
4. Other	14
D. Interagency relations	64
E. Recruiting client population	64
F. Selection of clients to be served	75

*In two of the centers, all parents serve on the PAC.

The report goes on to state that whether or not the parents actively participated in the decision-making of the agency seemed to be related both to the educational background of the director and the number of persons on the Policy Advisory Committee. Parents were most apt to have active decision-making roles when the director had a degree in education, and least apt to when the director had a degree in either social work or social science. Parents were also more apt to take an active role when the policy advisory committee was small (less than 20 members) than when it had more than 30 members.

The Impact of Parents as Decision-Makers on Program Development

Though there is an abundance of literature advocating participation of the poor in decision-making roles, there are relatively few studies assessing this impact on the programs operated.

The type of program provided by the Parent-Child Centers seems to have been affected by the degree of active participation of the parents on the Policy Advisory Committee as reported in the Kirshner study (1970b)

> Of the ten Parent-Child Centers which provided day care, either within the center or in group care homes, six were parent-directed, three were staff-directed and one was community-directed. It would certainly appear that when parents have an active role in making decisions about the kinds of programs implemented to meet their needs, most will choose day care. (p. 79)

In his review of parent participation in preschool day care programs, Hoffman (1971) states:

> The experience of Head Start, Parent Implemented Follow Through, and the Parent and Child Centers attests to the value of parent service on policy-making boards, especially when parents have received training in leadership skills.

Hoffman then goes on to describe the various degrees of participation of parents ranging from complete parent control to being informed about decisions after those decisions have been made. He also describes the areas of decision-making parents have participated in many preschool and day care programs. However, the only study he cites which evaluates the impact of board participation is of poverty representatives in Los Angeles. Based on lengthy interviews with elected representatives of the board of the Community Action Agency, Marshall (1969) found that these poverty representatives had developed a heightened sense of personal power and political effectiveness as well as an increased degree of self-esteem and level of aspirations. The study also found, however, that the representatives of the poor had not gained effective power on the board, and were not able to exert significant influence on the decisions of the board. Likewise, the poverty representatives were not strongly influenced by the opinions and decisions of the other board members.

Representation on boards or committees means little if the board members are without power. Several studies of OEO programs provide information about the power of poverty representatives on boards. Hoffman (1971) reports: "During the first years of the program 'only an inconsequential number of emblematic poor' served on boards dominated and controlled by a social welfare-education-civic elete". The Kirschner Associates study (1966) found that poverty representatives on neighborhood center boards were often inarticulate and ineffective, that they felt frustrated, that their views were not respected, that they had no real control, and that they were "not adequate to cope with the complexity of affairs confronting them." Chilman (1970) points out that, "Role conflict and reference group theory suggest that at least the socially mobile representatives of low-income neighborhood groups tend to overidentify with their middle class colleagues on boards and committees and in the process alienate the groups they represent."(p. 44)

Current Research on Preschool Programs with Parents as Decision-Makers

Seven recent and currently funded projects are examining the effects of parent participation as decision makers in preschool programs. Funded by OEO, the Community Cooperative Nursery School in Menlo Park California (# 120) and the Ancona Montessori Research Project (#123) have a range of socioeconomic levels as subjects. Programs designed to engage the participation of low income and minority parents and children include the study by Bell (#133) of a community intitated self-determining preschool, the National Urban League Child Care Development Center (#124) and a Community Control Project for Upgrading the Educational Program of Educationally Deprived Indian Children (#127) and a Pilot Project to Develop Curriculum Materials for Yakimas Indians(#128). Lane (#131) is examining the impact of a cross-cultural family center.

The Community Cooperative Nursery School in Menlo Park was organized through the initial impetus of a black mother seeking a nursery school for her child. After getting about 40 other mothers involved in the project, she then sought financial assistance. A proposal was written by the Mental Research Institute of Menlo Park and funded by OEO in 1969. At present the school has 30 children from a wide range of socioeconomic levels on a five day a week morning program. Mothers participate as teacher-aides, attend two mothers meetings a month and attend a monthly business meeting where policies are discussed and curriculum planned. An elected board of directors consisting of seven to nine mothers makes final policy decisions.

The Ancona Montessori Research Project is a parent governed nursery school. The present study being conducted by Stodolsky (#123) serves both middle class and disadvantaged children. The sample consists of 35 disadvantaged children; each child was pair-matched with a middle class comparison child on the basis of sex, age, and previous attendance history.

All disadvantaged and middle-class comparison children were tested near the beginning of the academic year and near the end with the Stanford-Binet, Piaget tasks of length conservation and a sociometric interview. Teachers also rated children at the beginning and the end of the year on a number of tests. Hypotheses tested included that the IQ test performance scores of the Head Start children would increase and that the effect would be greatest if started early and continued over a number of years. It was also postulated that the children who continued into the Ancona elementary classes would show high school achievement than those who went on to public schools. Children did show an increase in IQ from a mean of 84 to a mean of 92 but the increase was not statistically significant. Though the sample is very small, the children who are continuing in the Ancona elementary classes are performing at a superior level to the children in the public schools. In addition, the possibility of diffusion effects on siblings of children participating in the Ancona program for a number of years was examined. Again based on a very small sample, no difference in their status at entrance was found when compared with their older siblings.

The "Research on a Community Initiated Self-Determining Preschool Program" being conducted by Bell (# 133) was an outgrowth of the Belle Haven Preschool Project with two degrees of parent participation described in Chapter III . The major hypothesis of this project was that, "Children of a parent-initiated and parent-supported preschool (community co-op) will show greater gains in flexibility, self-confidence, IQ, and school readiness than children of two contrasting programs: one in which parents are minimally involved (childrens center) and the other in which parents were intensively involved but did not initiate the program (Bell Haven Preschool)."

Sample consisted of 30 three and four year old disadvantaged children and their parents. Eighty percent of the sample were black and 20 percent were white. Children were provided a preschool program four to five mornings a a week. Parents in the experimental group had complete control in the decision-making about the program. Two meetings a month were held for parents and teachers to discuss childrearing methods and problems, and the progress of the children.

Impact on the children was to be assessed by classroom observations, teachers ratings on a scale, and IQ measures (unspecified). Impact on adults was measured by an Inventory of Attitudes on Family and Children completed by the mothers, structured parent-child task in which the mothers preference, the child's preference, and their interaction are observed and by interviews with the mothers about their attitudes toward nursery school at the end of the parent-child task.

The findings include that during the first year gaining the attendance of the mothers was a continual problem; during the second year attendance increased to nearly 100 percent of the membership. In the final report of the two year project the data were viewed as inadequate for evlauation and were not analyzed because:

> No comparison group could be obtained as there were no funds available with which to pay them;
>
> Internal school problems delayed and interrupted the testing schedule;
>
> Test conditions were poor;
>
> Assessment materials completed at home often were not returned by the mothers for several weeks;
>
> Membership turnover was high due to internal school difficulties and relocation of some of the families.

In spite of all of these difficulties reported by Bell, all participants interviewed expressed positive feelings towards the nursery school program.

In discussing the study and making recommendations for future research Bell states:

> In a nursery school initiated by inexperienced mothers, one year is not sufficient time to allow for the learning of the many skills necessary for a smoothly functioning organization. In order for the parents to assume full responsibility for running their nursery school, they had to believe that they really had the power. And, if they were to have this power, they had to make their own mistakes and learn from them. This proved to be a slow process. Forcing the mothers to adhere to a rigid research design would have contradicted the very principles on which the school was founded.

Bell also recommends that the project have time to develop before it is evaluated, and that following the two year period, the project was now ready for intensive evaluation.

Findings were very different in "The Nursery School in Preventive Mental Health," (Lane, #131), which investigated the value of a cross-cultural nursery school as an instrument for promoting the mental health in a community in the process of redevelopment. Subjects were 62 children and their parents. Thirty eight of these low and middle-income families were black, 15 white, three Japanese, and six of mixed ethnicity. While the children participated in a preschool program in three groups, the parents served on an advisory council, developed and used curriculum materials to work with their own child at home, as well as working one day a week in the nursery school. In addition 20 of the parents took an extension course in early childhood education offered by a community college. Extensive social work support services and crisis intervention were provided the families by a psychiatric social worker. Parents met for group discussions regularly with the social worker.

Assessement measures for the children included a weekly narrative report by the teachers, case history materials on the health and developmental status of the children and pre-post testing on the Stanford-Binet and PPVT. Impact on the adults have been assessed by frequency of involvement of the parents, weekly anecdotal reports by the staff, interview and self-reports by the mothers and five rating scales of mothers attitudes developed in the project.

Over the three year period of operation, the mean IQ of the children on the Binet changed from 102.24 to 111.02; on the PPVT the change was from 89.58 to 113.58. On the California Preschool Social Competence Scale the children showed a significant increase over the three year period. Most mothers increased in their use of community resources, the degree of inter-group acceptance, their social competency and adaptability as well as on the child rearing rating scales. One third of the mothers showed little growth on the above scales, but these were generally mothers who scored high on the initial testing. Seven of the lower SES mothers showed no growth; these mothers were reported to be in crisis-ridden families needing constant support services.

The majority of the parents who participated in this program felt so enthusiastic about the impact of the program that they solicited and received community support to continue the project after termination of the NIMH grant.

Three projects funded in the current fiscal year are attempting to involve parents in decision-making roles in their projects. The National Urban League Child Care Development Center (#124) is developing a community corporation to provide day care for inner city programs. This project plans to analyze problems and strengths inherent within this approach. The Office of Education is funding two studies aimed at increasing the decision-making role in education of Indian children. In "A Community Control Project for Upgrading the Educational Program of Educationally Deprived Indian Children," (#127) the stated purpose is to develop a model of Indians controlling their educational destiny. In a study funded by OCD, "A Pilot Project to Develop Curriculum Materials on Indian Tribal Culture" (#128) people in the tribes will assist in developing and evaluating cultural materials for use in day care programs, Head Start, the public schools and other educational settings. These three projects are in the development stage and have not yet reported findings.

In summarizing the findsing of these programs in which parents participate as decision-makers, it would appear that:

- It is difficult to obtain and sustain the involvement of low - income parents on boards and advisory councils, although recent studies appear to be more successful in doing so than earlier studies.

- The most deprived and crisis-ridden parents are rarely involved in this role; participation of parents is apt to be limited to the more stable and upwardly mobile families.

- For parents who do participate, extensive training and staff support seem essential to assure the development of skills needed for leadership.

- Staff often have difficulty in relinquishing decision-making powers to the parents.

- Given the complex structure of federally funded, national programs, actual decision-making possibilities may be limited. Smaller, model programs may provide greater scope for parent decision-making.

- Model programs which have an SES mix tend to report more positive results than those focused on low-income parents only, though these programs often do not report differences based on SES.

- Few of the studies reported have any controls; even fewer have adequate controls.

- Most assessments are based on anecdotal materials, teachers, or parents reports and interviews.

- Few studies have systematically assessed the impact of the decision-making role of parents on the operation and content of the program, on the parents themselves, or on the children.

- No studies have examined the impact on the parents and children for the possibility of negative effects such as marital instability, reduced care of children, greater hostility, alienation, disillusion or apathy.

- Those few studies which have made assessment of impact on children and their families, have been short term studies. There are not data on the stability of changes reported.

- Though parents may fail to participate, or to participate regularly in decision-making positions when they are available, and though they may express negative attitudes towards the administration of the programs, almost without exception, these parents express very positive attitudes towards the effects they perceive these programs to have on their own children.

Needs and Gaps - Parent Involvement in Decision-Making Programs Affecting their Children

- There is need to develop techniques for involving larger numbers of parents in decision-making positions in these programs.
- Training programs need to be developed to train parents, staff and other decision-makers in how to function as a group.
- There is need to assess the long-range impact of participation of parents in decision-making roles on the parents themselves, the children, the educational institution itself and on other community institutions.

CHAPTER IV

OMNIBUS PROGRAMS

Introduction

As previously defined, omnibus programs are those which provide "more than one pattern of service to children and families and may aim (their) enrichment efforts simultaneously (but not necessarily with the same intensity) to the infants and the parents." Such programs generally provide health, social service and crisis intervention components for parents and children. These omnibus programs include Head Start, Planned Variation, the Parent-Child Centers, and Follow Through. They also include model demonstrations operated by some states and at universities.

Currently funded omnibus demonstration programs include the Comprehensive Intervention Program Beginning With Two Year Olds (#126) being conducted by Irving Sigel and the Special Facility for Child Development and Education (#125) in Little Rock, Arkansas under the direction of Bettye Caldwell. Four national evaluations of Head Start and the Parent-Child Centers were funded in the current fiscal year. Dunteman (#129) and Coulson (#130) are conducting three year evaluations of the immediate effect of Head Start programs. Holmes (#136) is evaluating the impact of the Parent-Child Centers on Parents, and McGee (#137) is preparing a monograph summarizing the local evaluation studies of the Parent-Child Centers to date. Data from these studies have not yet been reported.

The parent component of these omnibus programs generally involve parents in three roles:

- in decision-making positions which involve the planning, development and management of the preschool program

- as teachers either as paid staff or as volunteers, and
- as recipients of services.

Findings of the role of parents as decision-makers are discussed in Chapter III; parents as teachers are discussed in Chapter II and parents as tutors of their own children are discussed in both of these chapters.

Research and evaluation studies of the parent components of Head Start programs are reviewed by Grotberg (1969), and by Stearns (1971). A review of the parent participation components of the Parent-Child Centers was included in the Kirschner (1970b) evaluation of the PCCs. These reviews and studies include data in the following five areas:

- Characteristics of Parents who Participate
- Frequency Counts of Attendance of Parents
- Descriptions of Successful Methods of Gaining the Attendance of Parents
- Satisfaction of Parents with the Program
- Impact of Services on the Parents and Children.

Characteristics of Parents who Participate

Parents who send their children to the summer 1965 Head Start were found by Chandler (1966) to have higher educational level, used community resources more, showed more aggressiveness in terms of socialization and were more apt to be intact families than non-Head Start families. Chorost and others (1967) reported that mothers in Summer Head Start programs held attitudes and values toward education similar to middle class mothers. Johnson and Palomares (1965) reported that the parents who sent their children to summer Head Start were better informed about community services than parents who did not. Douglas and Monica Holmes (1965) reported that parents who enrolled their own children in Head Start held values more like the middle class than parents whose children were recruited by the staff. Generally the children of parents who participate have higher IQ and achievement scores than the children of parents who do not participate (Stearns 1971).

Attendance of Parents

Gaining attendance of parents at meetings outside of the home has proved difficult among the middle class as well as the poor in model programs and in large national programs. Klaus and Gray (1967) reported that "most of the mothers carried responsibilities that sapped their energies, both physical and emotional; thus, any requests that demanded additional time would seem overwhelming." (p. 18) Caldwell and Richmond reported that the parents strongly supported the program in Syracuse, but they felt that the extent to which parents were involved other than as recipients of service was minimal.

A number of other studies have reported on the attendance at meetings of parents in Head Start and other child-oriented programs. Larsen (1967) reported almost no attendance at meetings for middle class expectant mothers. Gordon (1967), Belton and Goldberg (1966), Harrison and Lewis (1967) and Herzog (1968) report about a ten percent attendance of low-income mothers at parent meetings. Some recent studies have reported larger attendance McInerney, Durr et al. (#121) report nearly 75 percent of the target group attended some meetings. The New York State preschool program (#115) reported that about 30 percent of the mothers served in one or more classes. In the O'Piela (#117) evaluation of the effectiveness of 14 preschool centers it was found that there was a 57 percent attendance of mothers in a total of 159 meetings held. Wohlford (# 53) reports that more than 60 percent of the target group of Head Start Mothers attended one meeting, and more than a third attended regularly. The Kirschner study of the Parent-Child Centers (1970a) found that nearly a third of the mothers attended one or more classes in child development. Radin found that about a third of the mothers never attended, a third attended irregularly and a third became regular active participants. In Boger's study (1969) conducted with 72 rural white Head Start and middle-income children and their mothers, only six of the sample mothers did not attend parent training meetings.

Successful Methods of Gaining Attendance of Parents

A number of projects (PCC's, Wohlford, Karnes) have paid a nominal sum (between two and five dollars) to parents to attend meetings. Three of the Parent-Child Centers paid parents to attend meetings, participate in the nursery, or attend home management classes. In the first year of the PCC operation three types of payments were used: in one center parents were paid $5.00 per half day attendance up to five half days a week for assisting in the nursery or kitchen. The second center had a $600 a year family allowance to be used for field trips, equipment and emergency needs. Mothers worked as aides in the program to repay any loans made for emergency needs. The third center where mothers could earn up to $25.00 per week for working half time the mothers felt that "participation" did not differ from "employment," and that they were poorly paid for the tasks that were expected of them. In the second center, some parents used the allowance for frequent "emergencies," others never used the allowance. At the third center, with the smallest stipend -- a maximum of eight dollars a week, average attendance was about 65 percent and mothers did not seem to view their participation as "work" and were satisfied with the payment. These findings on the three methods of payment are in keeping with the Cognitive Dissonance studies which indicate that the greatest amount of attitude change is elicited by small payments of money and that large payments are often interpreted as bribes and attitude change is minimized. It would appear from the limited data of this evaluation and the attendance rates reported from other studies that the payment of small amounts of money might be effective in increasing attendance at meetings.

Summary

There appears to have been an increase in the number of Head Start and other low income mothers (if not fathers) attending meetings within the past few years. An analysis of the more successful ways of getting parents to attend meetings indicates that:

- Attendance is greater when parents are extended a personal invitation by a staff member or another parent than through a posted notice, flyer, or mailed invitation.

- Parents are more apt to attend activities when baby-sitting and transportation services are provided.

- Serving refreshments or providing a meal to adults as well as children increases attendance.

- The payment of a small amount of money or a token gift may increase attendance.

- Parents are more apt to attend meetings on topics which they helped to select.

- Attendance is often (but not always) larger when the method of instruction is a demonstration or workshop rather than didactic.

- The personality of the staff person involved with the parent component seems crucial in gaining the acceptance and attendance of the mothers.

Satisfaction of Parents who Participate

Parents overwhelmingly and consistently approve of preschool programs for their children. On the basis of responses to questionnaires and interviews, parents report that they feel they and their children have benefited from the preschool program and the parent components. As Stearns (1971) summarized, "Most often the favorable response of parents to the preschool program was the most significant finding in the evaluation." Montez (1966) reported very high support for the Head Start program among Mexican-American families in Los Angeles. Harding (1966) found parents were enthusiastic about all aspects of the program. Sigel and McBane (1966) interviewed Head Start mothers and found them generally enthusiastic about the program, but felt the program had not stressed the need for obedience enough. Allen Soule (1965) found that parents approved of Head Start and rated the gains in social skills among their children as the most important outcome.

In the evaluation of the Sacramento City preschool program (#116) only two of the 188 parents completing an evaluation questionnaire reported that they felt the parent education component had not been helpful, and the preschool program helpful to the children. O'Piela (#117) found that not one of the parents responding to a questionnaire reported any negative reaction to the parent education meetings.

These findings must be questioned, however, on the basis that the low-income parents who participate are different from those who do not, that these parents may not have felt free to express negative sentiments, and that these ar unanimously positive reactions are often not reflected by positive changes in the behavior or attitudes of the mothers or the children.

Impact of Service to Parents and Children

In addition to the decision-making and mother-as-teacher roles filled by parents in these omnibus programs, parents also may be the recipients of social services, counseling and case work. As part of these services parents may be referred to medical and dental clinics, to employment agencies, training programs, legal, housing and welfare services. With very few exceptions, the only "research" in these areas is a frequency count of the number of parents who have been provided, or referred to each type of service, and anecdotal reports of the effectiveness of some of these interventions with individual families. There is little doubt that large numbers of Head Start, Parent-Child Center and Follow Through families have gotten immediate relief from life crises through these support services. There is, however, little evidence that these services have positive effects in measurably reducing the families' problems or changing their behavior. In a review of research regarding the effectiveness of psycho-therapy with children, Gioscia (1968) found that social class was crucial factor in determining the availability, quality and outcome of psycho-therapy. Middle and upper class patients can expect far more favorable outcome of therapy than can the lower class. Similar findings have been reported by Hollingshead and Redlich. As Chilman (1970) points out,

> Studies of case work efforts, as practiced by the usual social service or counseling agency, generally reveal equally discouraging results. This does not necessarily mean that social or mental health services to individuals should be abandoned. Rather, it would seem to suggest that as in the case of Head Start programs, programs aimed primarily at improving individual functioning are highly unlikely to succeed unless, simultaneously strong programs are launched aimed at changing the defeating and debilitating aspects of the poverty environment, itself. (p. 33)

As currently funded research on Head Start and the Parent-Child Centers is completed, more information should be available about the impact of these programs on parents, and subsequently on children.

Summary of Findings of Parent-Involvement in Omnibus Programs

A summary of the findings of studies of these omnibus programs indicate that:

- Parents who participate in the parent components of these programs differ from the parents who do not in that they have a higher education level, greater aggressiveness, have a generally higher aspiration level and greater knowledge of community resources.

- Attendance of mothers at parent education meetings has been reported to be increasing. This increase seems to be related to greater knowledge among staff in how to gain this attendance. Increase in attendance seems to be related to a personal invitation of the staff, provision of baby sitting, transportation, refreshments and sometimes to token fees. The personality of the staff involved in the parent component seems crucial.

- Parents report almost unanimous approval of the preschool programs for their children and state that they feel they have benefited from the parent education component.

Needs and Gaps in Omnibus Programs

- Since attendance of mothers at parents meetings seems to be increasing, there is need to disseminate information about successful ways of gaining attendance.

- There continues to be need for long-range assessment of all components of these omnious programs including the impact of the parents, children and the community.

- Though a wide variety of support services including health, employment, legal, counseling and case work services have been provided for families in these omnibus programs, their impact has not been assessed.

- There is also need for comparison studies of differential impact of different program components on different groups of parents and children.

CHAPTER V

SUMMARY AND CONCLUSIONS: ISSUES, NEEDS, AND GAPS

Overall Summary

Virtually all of the recent and currently funded studies of parent education have utilized low-income parents and children as subjects. Those few studies which include middle income and mixed SES groups use these groups mainly as comparisons. Almost without exception, parent education means mother education. Few fathers have participated in these programs; those who have are apt to have participated either in decision-making positions on boards and advisory councils or in programs designed to increase the skill of the father himself.

Virtually all the studies which have focused on training mothers as the primary agents of intervention have reported positive immediate effects on the IQ, achievement, or language development of the children. Some studies which have provided a parent education component as an adjunct to an ongoing children's program have also shown positive changes among the children but not with the same frequency as when parents are a primary focus of the training.

Summary of Findings of Parent-Oriented Training Programs

Parent-oriented training programs, include training parents to work in the home with their own children, the use of television as a media of instruction, training parents through group discussion techniques, training parents in pediatric and health facilities, training adolescents for parenthood and training parents as staff.

In almost all the studies in which mothers are trained to be tutors of their own children in their homes, the experimental group children showed greater immediate gains in intellectual, conceptual or language development. These findings are found in projects involving home visits only, in preschool projects operated in the home, in preschool plus home visiting projects, and in projects in which the mothers are trained to work at home with their children but receive few if any home visits. In four studies parent involvement with or without a preschool component resulted in greater immediate effect on children's language, intellectual or academic achievement than a preschool program only. In one project which began intervention before one year of age, superiority of the experimental group children was not maintained at age two if intervention was terminated at one year of age, but it was maintained if intervention continued until age two.

Though relatively few studies have done follow-up on these home teaching programs, those which have usually report that gains have continued to be apparent. In two home visit only projects which initiated intervention after age one, IQ level remained significantly above or at the initial testing. In two projects involving preschool plus home visits, experimental group children showed beneficial effects through the middle primary grades.

The few results available on the impact of parent participation in association with mass media child development efforts suggest that parent encouragement and parent-child activities associated with educaitonal TV programs for young children may enhance the cognitive gains made by the children as a result of the TV program. Additional results on ongoing projects should be forthcoming.

Though difficult, it is possible to engage a sizeable proportion of low-income mothers of preschool children in groups to discuss concerns about themselves, their communities and their children. A number of studies have reported that the skill and sensitivity of the group leader or trainer is crucial in getting the attendance of the parents and in subsequently engaging them in active participation in the group. While those parents who attend such groups represent a self-selected population which no doubt differs from the non-attending parents, those who do attend generally express positive feelings about the effect of the group experience on themselves and on the behavior of their children. A number of studies have reported greater success in gaining attendance and participation of mothers when the content of the program was specific, such as language development rather than sensitivity training or general discussions of child development. Two studies have reported greater immediate gains on the tests utilized for the children when the mothers took part in a structured language curricula than when other types of discussion groups were utilized. Follow-up on most studies has been lacking.

Currently funded studies are examining the use of pediatric and health settings as a locus for training parents, and are training adolescents who are already parents as well as the general population of adolescents. Preliminary findings on these studies can be anticipated in the near future.

Though there has been an increase in the number of projects training parents for work as paraprofessionals in child care and educational projects, few have reported on the impact of these training programs. Especially lacking are assessments which include objective outcome measures, observation of actual behavior of the trainees with children, measurement at more than one point in time, control groups and follow-up studies. Those few projects which have made assessments have reported differential impact on trainees of different types of training and gains in the reinforcement behavior and knowledge about child development of trainees. In projects in which the only key service persons were paraprofessionals, significant gains on the part of those served were consistently found. From the few results available on direct comparisons between professional and paraprofessional staff, it has been found that using paraprofessionals has resulted in as much, and in one case slightly more, gain on the part of those served. Indication of gains on the part of the paraprofessionals themselves include improvement or increases in school achievement, financial management, use of medical services, housing, participation in the community, dealing with their own children, increases in personal gratification and improvement in self-concept. In some cases, possible marital tension as a result of the wife's job success has also been reported. Some training programs have reported that after training, the paraprofessionals were unable to find suitable jobs due to lack of employment opportunities, resistant attitudes of employers to the use of paraprofessionals or because the trainees lacked a college background.

Summary of Findings of Child-Oriented Programs with a Parent Component

Most of the studies in this section are of projects and programs in which the major intervention is with the child and the parent component is of secondary or even incidental emphasis. Relatively few of these studies have assessed the impact of the parent component as separate from the child intervention component. Few have adequate control groups, or have followed up the children long enough to offer any firm conclusions.

Some studies have indicated that children in a preschool program tend to show greater immediate mean gains in IQ and Achievement when their parents participate in a parent education component aimed at increasing cognitive development. Other studies report no significant differences among the groups of children, but have found some differences in attitude among the mothers. Some studies have reported greater group gains among mothers and children when the mothers have participated in a specific language training program to augment the program of their children than when mothers take part other group activities. One study indicates the possibility of "sleeper" effects in that attitude change among the mothers in the experimental group during the first year was not reflected in differences between group of children until a later follow-up. However, another study indicated that the children made the greatest gain during the first four months of the child and parent program, and that on a four year follow-up most early gains in Binet IQ were not sustained and differences between the children with mothers in the intensive and minimal involvement groups were not significant. A number of ongoing and completed projects are attempting to bring about changes in mother-child interaction through behavior modification techniques. Though findings are not conclusive, it does appear that mothers are interested in, and attempt to carry out these behavior modification techniques. Positive changes in specific areas of mother-child interaction have been reported in some of the completed studies. Data on the stability of the changes effected are not available.

Studies of parent components of preschool or school age programs designed to increase home-school communication and cooperation are often of minimal intensity and have only anecdotal or self-reporting assessments. Findings in these studies are often the least positive and the least firm of all the types of parent education components, though parents who do participate overwhelmingly report that they feel that the program has been helpful to them and to their children.

With the development of Head Start and other community action programs has come the expectation that parents will participate in decision-making positions in programs affecting their children. It has proved difficult to obtain and sustain the involvement of low-income parents, particularly the most deprived and crisis-ridden. Those parents who do participate, appear to be the more stable and upwardly mobile. The election or appointment of low-income parents and representatives means little if the power to make and influence decisions does not accompany the position. Studies have shown that in order to function in a leadership capacity, these low-income parents need both extensive training and considerable staff support. Even given these, the complex structure of federally funded national programs appear to allow for only limited decision-making possibilities. Most assessments of the impact of parents in decision-making positions are anecdotal or based on self reports. The impact on the operation of the programs, on the children, and on the parents themselves of the involvement of parents in decision-making positions has not been assessed systematically. Such studies as exist have been short-term studies. No data on the stability of changes observed have been reported. Though very few parents actually participate in these decision-making positions, and some of those who do express negative attitudes towards the administration of the programs, almost without exception, these parents express very positive attitudes about the effects they perceive the program having on their own children.

Summary of Findings, Omnibus Programs

Parents who participate in the parent components of these programs differ from the parents who do not in that they have a generally higher aspiration and educational level and greater knowledge of community resources. For the most part, it is not the most hard core poor who become actively involved in the parent components, though they may receive a large proportion of the medical and social services. Attendance of mothers at parent education meetings has been reported to be increasing. This increase seems to be related to greater understanding among staff in how to gain this attendance. Increase in attendance also seems to be related to the provision of baby sitting, transportation, refreshments and sometimes a token fee for attending meetings. The personality of the staff involved in the parent component is crucial. Though a wide variety of support services, including health, employment, legal, counseling and casework services have been provided for families in these omnibus programs, assessments usually consist of frequency counts and anecdotal records. The impact of these support services on the parents or the children have not been assessed adequately.

Overall Conclusions

In recent years early childhood education programs have become more effective in involving low-income mothers in a variety of roles related to the achievement of their children. Intensive programs designed to train parents as tutors of their children in their homes (with or without a preschool component for the children) have been effective in producing immediate gains in intellectual, conceptual or language development. With less consistency, parents in less intense components of ongoing preschool programs have also shown immediate gains using a variety of techniques: discussion groups, behavior modification techniques, training in a structured language curriculum, as well as more general components to increase parent activities in programs for their children. Almost all studies have been short-term ones, some lasting only eight to ten weeks. Though there are a few follow-up studies which have shown encouraging beneficial results, there are almost no data from completed studies to indicate the durability of immediate gains.

Issues, Needs and Gaps in Parent Education Programs

Broad Issues

- The very phrase "Parent Education" is a value-laden one, which may threaten some parents as it implies that they are lacking in essential knowledge of parenting. The phrase "parent involvement" appears to have been less threatening.

- Any program designed to bring about changes in parent-child relationships, child behavior or child achievement must face the issue of differences in child-rearing values and goals. Child-rearing practices are central to the life style, the attitude and belief system as well as the self-concept of all people, particularly of mothers. Programs designed to alter these values must be cognizant of their centrality and resistance to change.

- Since a change in attitude is not always reflected by a change in behavior, there is need for further study of the relationship between maternal attitudes, maternal behavior and child behavior.

- The concept that parents can influence the growth, development and behavior of their children is not universally accepted. Further, from the viewpoint of some parents, a change in behavior can only be achieved through "discipline" and discipline means punishment. Parent involvement programs need to continue to develop and find ways to implement the broad concept of discipline as any plan to elicit desired behavior through structuring of a situation, establishing contingencies, using tangible rewards or intangible ones such as praise and approval.

- Parent education programs need to take cognizance and be developed in accordance with findings from learning and social psychological studies of the ways in which adults learn, change attitudes and behavior, including:

    If the learning situation is an intensive experience over a considerable period of time.

    If the learner sees himself as responsible for the outcome of the task.

    If the person accepts the goal and perceives himself as necessary for the achievement of the goal.

    If the outcome of the behavior is clearly linked to the goal, and if mastery of the skill or reward in participating is easily perceived.

    If the training is "modeled" through demonstrations or other participatory activity rather than by didactic methods.

    If the communicator is perceived as more knowledgeable than most group members, but is still a part of the group, rather than an outsider.

    If the message of the communicator receives broad group support.

- Though parent education programs have become more effective in reaching larger numbers of parents, they still reach only a small proportion of the target group, and for the most part, these are low-income mothers. There is need to involve parents at all SES levels in programs concerning their children, and to continue to explore ways of reaching the more alienated parents at all income levels.

- For the most hard core poor, it would appear that efforts to involve parents in the education and development of their children must be accompanied by efforts to alleviate the conditions of poverty which make such involvement difficult.

- There is need to conduct and evaluate the impact of parent education on parents and children of all income groups, as well as on the institutions serving these groups.

Specific Issues, Needs and Gaps

- There is a need to monitor ongoing parent education projects to examine the processes used to achieve objective outcomes.

- There is need to examine the kinds of programs which are effective in involving different kinds of parents.

- There is need to determine the frequency and duration of each type of program to achieve and sustain specified outcomes.

- There is need to disseminate information on techniques as well as outcomes of parent involvement programs.

- Comparisons and needed between different methods for attempting to enhance parental skills.
    a. Comparisons are needed between group and individual parent education approaches.
    b. The question of whether one's parental skills are enhanced more by receiving the services of a parent education program or by serving as a staff member in such a program needs to be investigated.

- The effects of using several parent education approaches, simultaneously or sequentially, need to be studied, For example, perhaps using group and individual approaches is more effective than just using one of these at a time; or perhaps it would be most effective to start out with just one of these approaches and then add or substitute the other. As other hypothetical examples, perhaps one is a better parent educator and learns more from this position if one is first the recipient of such services; or perhaps one learns more from a parent education program if, after receiving the services of a parent educator, one serves as a parent oneself than if one does not.

- The effects of various staff variables on final program outcome and on the day by day process of program operation need investigation, such as differences between professional and paraprofessional staff, and between different personalities.

- Further attention is needed in regard to the feasibility and effects of having other family members, in addition to the mother, be taught to tutor young children in the family.

- The effects of various timing and duration variables need further investigation, such as age of child at program initiation, duration of intervention, age of child at program termination, and frequency and length of individual intervention sessions.

- Assessment of program impact on parents and children needs expansion and refinement.

    a. Though there is an increase in efforts to assess children's cognitive development in terms of more than just IQ, further expansion along this line is needed, especially in regard to assessing thinking and learning processes rather than just products.

    b. There is a noted gap in the assessment of children's social-emotional development. There is a great need for more development and usage of instruments to assess children's social-emotional development.

c. Though many studies make some type of assessment of parent attitudes or behavior or the home environment, this is often done by means of informal interviews, non-systematic observation, or open-ended questionnaires, and does not include comparison with a control group. Though such non-systematic or unstructured methods of assessment can provide important leads, they should not be the only types of assessment carried out in regard to the parents and home environment.

d. More use of control groups consisting of middle- and high-income families in studies providing intervention to low-income families is needed.

e. There is a need to look more at what works for whom, i.e., to look more at individual differences, rather than just assessing impact in terms of overall group scores.

f. More efforts to assess program impact on parent and child for a long-term period following intervention are needed. The typical length of such follow-up periods also needs to be increased. Long-term follow-up is particularly lacking in regard to parent and home characteristics and children's social-emotional development.

g. Some benefits of intervention may not become apparent for quite some time after intervention. Only by means of long-term follow-up can such "sleeper" effects be assessed. This is another reason for increasing the amount and length of follow-up assessment.

h. The effects of various life circumstances and experiences of parents and children following intervention should be taken into account when making long-term assessments of program impact. For example, effects of various public school characteristics on later performance should be taken into account.

i. Possible negative effects of intervention should be watched for and reported.

j. Effects of intervention on siblings of the target children ("vertical diffusion") and on families living near target families ("horizontal diffusion") need more study.

k. Systematic, objective assessment of program impact is particularly lacking in regard to certain parent education approaches. In particular, systematic, objective assessment has seldom been carried out on 1) the effect of parent education for teenagers on their eventual behavior as parents; 2) the effects of training paraprofessionals; 3) the impact of employment on paraprofessional staff; 4) the effects of providing support services to parents; 5) the effects on program content and operation, on parents, and on children of decision-making about the program by the parents.

- More consideration is needed of how to allow for attempts at improving, and thus changing, program operation while at the same time obtaining controlled, valid assessment of program impact.

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APPENDIX

1. NIMH Weikart, David

YPSILANTI CARNEGIE EDUCATION PROJECT

Infants aged three, seven, and 11 months at program initiation and their mothers, from disadvantaged families will be assigned to experimental, contrast, or control groups. The experimental group will receive weekly er- to 90- minute visits by qualified supervised teachers who will tutor the children and train their mothers to assume the teaching role. Child training will consist of a modified program of sensory-motor development and language teaching; mother education will include techniques for introducing language and grammar skills, eliciting new responses, and reinforcing the child's learning. The contrast group will receive home visits by women and college girls who wish to help disadvantaged families. The control group will be tested, but will receive no training. The Cognitive Home Environment Scale will be administered to evaluate the availability and use of educational material in the home, as well as concern for educational activities. Infant development will be measured by the Bayley Infant Scales of Development, and by the tests of Uzgiris and Hunt. Teachers will use the Maternal Behavior Inventory (Schaefer) and the Carnegie Infant Project Teacher's Report to rate maternal behavior. In addition, the investigative team will use its own form to report on maternal teaching and other mother-child interactions.

SYRACUSE UNIVERSITY DAYCARE CENTER

2. Lally, Ronald

A combination home visit program and center operation has been developed. Population. Clients--Families with one or two children, annual incomes of $5,000 or less, high school education or less, and a mother with no work history or unskilled work history. In each sub-group, there are 36 disadvantaged children from such families as these. There is a seventh experimental group consisting of 36 unwed high school women expecting their first or second child, who receive the parent-education training and follow-up for their children. Staff--Child Development Trainers who are indigenous women specifically trained to aid young mothers understand their children more; also teachers, teacher-aides, a dietician, nurses, and a doctor on call. The Research Staff is composed of psychologists, sociologists, and child development specialists who regularly evaluate the Center's program and the childrens' progress.

2a. Curriculum. Program is divided into:

1. Prenatal program -- with weekly home visits by a Child Development Trainer, designed to aid the expectant mother to understand her own nutritional and health needs and to prepare for her new baby.
2. Birth to 6 months program -- continuation of home visits by Child Development Trainer, designed to demonstrate to the mother ways in which she can aid her child's development.
3. (2b.) Six to 18 months program -- home visiting program is supplemented by a half-day program at the Children's Center, designed to give the child the opportunity for longer periods of structured play, with children his own age and ability levels.
4. Eighteen to 42 months program -- full day program in which learning experiences with children of varying ages are offered.
5. Forty-two months to kindergarten program -- full day program with intellectual games and tasks designed to prepare children for entry into kindergarten.
6. Graduate program -- for children in primary school as a follow-through for those still in need of help.

Some tests used were: Early Language Assessment Scale, Piaget Sensori-Motor Test, Inventory of Home Stimulation (STIM), Peabody Picture Vocabulary Test (PPVT), WISC, ITPA, Binet Preschool Attainment Record, and the Cattell Infant Intelligence Scale.

3. Forrester, Bettye J.

INTERVENTION STUDY WITH MOTHERS AND INFANTS

The goal of this program was to enable the mothers to become a more effective educational change agent with their small children. The treatment group was composed of 20 mother-infant pairs from low income urban black and white families. A comparison group of 20 mother-infant pairs was included. The infants were between six and nine months of age at the beginning of the study. Twenty-four home visits were conducted over an eight month period. The home training program, which was focused on the parent, included providing information on infant development, improving the mother's ability to observe and record the baby's development, and encouraging the mother to carry out between visit activities with the infant. The children were pre- and post-tested on the Bayley Scales of Infant Development, the Griffith Mental Development Scales, and the Uzgiris-Hunt Scales. The homes were rated using the Caldwell Inventory of Home Stimulation. Maternal behaviors were observed during testing. Records were kept by the home visitors of effective techniques and the mother's teaching methods.

4. ED 038 166

Gordon, Ira.

EARLY CHILD STIMULATION THROUGH PARENT EDUCATION

Study objectives were to find out whether the use of disadvantaged women as parent educators of indigent mothers of infants and young children (1) enhanced the development of the infants and children, (2) increased the mother's competence and sense of personal worth, and (3) contributed to the knowledge of the home life of infants in the study. In weekly home visits, parent educators taught a series of exercises that stimulated infants' perceptual, motor, and verbal activities. Maternal verbal cues elicited the sequential arrangement of tasks. Variables were type, content, length, timing, and presence of instruction. A total of 124 babies (three months - two years) were observed and tested. The activity with all experimental mothers was the same but the timing of the instructional program was varied for different experimental groups. One group received home visits from the time the infants were three months old until they were two years old. A second group received visits from three months to one year. A third group received visits from the time the infant was one year until the infant was two years old. A control group was tested without being tutored.

The data on the mothers consist of a Parent Educator Weekly Report, a modified version of the Rotter Social Reaction Inventory, the Markel Voice and Language Assessment, the Estimate of Mother Expectancy (semantic differential scales), the Mother How I See Myself Scale, and a Final Observation Report. The data on the child include the Parent Educator Weekly Report, Final Observation Report, the Test of Performance on Series of Tasks, the Goldman Race-Awareness measure, the Griffiths Mental Development Scale at age one and the Bayley Scale at age two.

5. NIMH Gordon, Ira

INSTRUCTIONAL STRATEGIES IN INFANT STIMULATION

The investigator is continuing his study of home techniques for the intellectual stimulation of infants between the ages of three months and one year from culturally disadvantaged backgrounds. He will examine differences in instructional techniques of professionals and indigenous paraprofessional workers, and will compare their responses to corrective feedback about their performance. In addition, he will study whether the infants benefit more when taught by professionals, paraprofessionals, or their own mothers who will be trained by either professionals or paraprofessionals. The differences in expectation and behavior of mothers and teachers toward boys versus girls will also be examined.

At the onset of the training period, the attitudes of mothers toward their own role and toward their children's educational potential will be examined for both experimental and control subjects. The experimental mothers' attitudes toward the teachers as well as the teachers' educational expectations for the children will also be studied. Although most training sessions will be held in the homes, training will be given at a clinic and videotaped for subsequent rating and feedback to teachers during the first and last sessions, and at six-week intervals. At the end of the training period, experimental and control subjects will be compared for differences in their intellectual and linguistic achievement, as tested by the Bayley Infant Scale of Development and by the investigator's Stimulation Series Exercises. Changes in the mothers' teaching styles and educational expectations for their infants will also be examined.

6. NIMH Conant, Margaret

AN INTEGRATED HOME AND SCHOOL EARLY EDUCATION PROJECT

The investigator plans to establish a home-school program to provide children from low income, culturally deprived families with improved preparation for entrance into the public schools. In this three-year effort, the children's mothers will be taught at home how to foster the verbal, motor, perceptual, and conceptual development of their infants until the mothers themselves can assume training responsibility.

Approximately 100 children, between eight and 20 months of age, who reside in a predominantly low income Model Neighborhood Area school district will serve as subjects. Five additional groups of children from other schools, as well as the subjects' older siblings, will serve as controls.

Indigenous nonprofessionals, including those who have completed a course on careers with children, will be recruited to serve as tutors. They will receive a two-week training period, followed by in-service training and supervision as they work with infants and their mothers using materials developed by the county and by the Federal government. Initially, tutors will spend one hour a day, four days a week, at each home; their visiting schedule will gradually be reduced to one visit every other week as mothers assume increasing responsibility. Meetings for the mothers were held monthly, during which films were shown, child care needs discussed, etc. Yearly physical examinations of the children will be conducted by the County Health Department. Intellectual tests given at regular intervals will include Bayley's Infant Scales of Development, the Stanford-Binet Intelligence Scale, and the Illinois Test of Psycholinguistic Ability. The Metropolitan Readiness Test will be given when the children are old enough to enter the first grade.

7. OE/NCERD Dentler, Robert

LITERACY THROUGH SOCIAL EDUCATION (CUE)

The effort is two pronged:

1. Social Participation Through Understanding and Reading (SPUR). The specific goals of this curriculum development program are to develop in children the ability to read critically as a major tool to understanding community studies material and to equip them with the skills, knowledge, and attitudes they need to participate and effect change in community life.

2. Language Acquisition Resource Center (LARC). LARC is a home-based program designed to facilitate the development of communications skills for young children from infancy through five years. The program consists of parent-child language interaction activities which coordinate with and give practice to the child's natural course of language learning. These activities may be used wherever parents and children (or parent surrogates and children) meet together: in community centers, Head Start programs, or in baby sitting arrangements; they are planned to serve as prototypes for language curricula in each of these places.

The position of "language counsellor" will be created. A specially trained community person will act in either a school or community setting to administer the program to children and/or teach parents how to administer it.

Measures of language acquisition on which the curriculum is based will be developed.

THE CORNELL STORY READING PROGRAM

8. Harding, John and Macklin, Eleanor D.

Orientation. The aim of the program was to examine the influence of story reading on the language development of young disadvantaged children.
Population. Experimental Group was composed of 20 children the first year; 10 of these continued in the second year. They came from poor families, were 18 to 33 months old at the start of the program. The children were not enrolled in any other kind of preschool program. In the control group, children were matched for age, race, sex, socioeconomic status. This group was not given story reading exposure.
Curriculum. The curriculum was described as Picture Talk, that is showing the child pictures and talking about them; story reading or telling--not necessarily verbatim from the book, but in words appropriate to the child; encouraging the child's verbalization by having him name objects in the pictures and talk about the pictures and the story. Toys related to the stories and pictures were also used.
Method. During the first year, the story readers were trained teenage girls from working class homes. In the second year, mothers, caretakers, or siblings replaced the girls. Five female college students were assigned two child-mother pairs each. In weekly home visits, these students helped the mothers set up a definite story reading time every day, demonstrated new ways to maintain the child's interest, and brought a supply of books every week.
Assessment Indices. The three measures of language development used were:

1. average length of utterances.
2. adaptation of the Pacific Expressive Vocabulary Test
3. adaptation of the Pacific Receptive Vocabulary Test with addition of Peabody Picture Vocabulary Test.

Testing was done at the beginning and at three-month intervals throughout the program.

9. Levenstein, Phyllis

VERBAL INTERACTION PROJECT

This project is concerned with the cognitive gains of low income preschoolers by means of a relatively inexpensive intervention technique of stimulating verbal interaction between mothers and children through play in home sessions. Short-term cognitive gains of the children on the Cattell, Stanford-Binet, and Peabody Picture Vocabulary Test have been demonstrated. Still to be explored are long-range cognitive gains and the affective impact of the program.

10.NIMH Furfey, Paul and Schaefer, Earl

INTELLECTUAL STIMULATION OF CULTURALLY DEPRIVED INFANTS

Twenty-eight lower class Negro males received home tutoring from the ages of 15 to 36 months. The tutoring was conducted by trained college graduates one hour a day, five days a week. The mothers were involved in the tutoring if they so desired. Special arrangements were made for the experimental children to go to nursery school and kindergarten. The experimental group and a control group were tested on the Bayley Scales at 14 and 21 months, on the Stanford-Binet thereafter, and on a Preposition Test, the Peabody Picture Vocabulary Test, the Johns Hopkins Perceptual Test, and ratings of task-oriented behavior. Data on the mothers was gained from multiple observations in the home and from clinical interviews.

OE/NCERD
11.DRDR Parkman-Ray, Margaret

ANALYSIS AND MODIFICATION OF HOME TEACHING ENVIRONMENTS

11a. One study has focused on the analysis of teaching strategies of white middle class and white rural poor mothers of four-year-olds through the use of detailed observations of mother-child in structured situations, and through systematic interviews. The effectiveness of a four month weekly home teaching program carried on with 12 rural families is to be evaluated by examining changes in maternal teaching strategies as well as changes in intellectual performance of the children on the Peabody Picture Vocabulary Test and on the Wechsler Preschool and Primary Scale of Intelligence. This program was designed to increase the informational resources which the mother possessed and to model to the mother techniques for transmitting this information to her child.

11b. A second study employs brief daily home visits by teenage or adult visitors who read story books and play language games with two-year-old urban children, both Caucasian and Negro, in order to stimulate language development and usage. Age and race of story readers, race and sex of children, and length of the reading programs are factors under investigation.

12. Healy, Margaret I. 148

MUNDELEIN-HICA EARLY CHILDHOOD EDUCATION PROJECT

The specific component covered by this project is a home education program, designed to reach those families who have difficulty in bringing their children to the child development center where the larger education program is located. The purpose of the larger project of which this project forms a part is to improve the quality of living for families in the Lawndale, Chicago area by educating the disadvantaged two- and three-year-old children in the area, and by involving these children's parents in the educational program. It is hoped that this program will enable the children it reaches to function more effectively in school and in society and will also improve the effectiveness of the children's parents.

ED 052 814

13. OEO Barbrack, Christopher and Horton, Della

EDUCATIONAL INTERVENTION IN THE HOME AND PARAPROFESSIONAL CAREER DEVELOPMENT: A SECOND GENERATION MOTHER STUDY WITH AN EMPHASIS ON COSTS AND BENEFITS

The present study compared the relative effectiveness of three home visiting projects whose purpose was to train low income mothers to use commonly available materials and everyday events for the educational stimulation of their preschool children. The home visiting projects varied in terms of expense and professional qualifications of the home visitors. In the first project a group of families was visited by a professionally trained teacher. In the second, a group of families was visited by paraprofessional home visitors who were trained and supervised by a professionally trained teacher. Families in the third group were visited by paraprofessional home visitors who were supervised by other paraprofessionals. The paraprofessionals supervisors were experienced home visitors. Assessment instruments used were the Stanford-Binet, the Peabody Picture Vocabulary Test, the DARCEE Concept Test for Children and an abridged version of the Maternal Teaching Style Instrument.

14. Weikart, D. and Lambie, D.

PRESCHOOL INTERVENTION THROUGH A HOME TEACHING PROJECT

This 12-week preschool intervention pilot project was conducted to demonstrate the impact of a home teaching program on the intellectual development of 36 four-year-old disadvantaged children, as well as to study the acceptability to mothers of a home teaching project. Certificated elementary teachers made weekly visits for one and one half hours to each home to tutor the child. They also tried to encourage the development of language, teaching, and child management skills in the mother. Community aides were used, in part, to take care of other children in the home while the teaching proceeded and when the mothers and project children went on field trips. The teachers kept records of the level of parent participation at each visit and rated the mother's personality and behavior traits on a semantic differential scale. The Stanford-Binet and the Peabody Picture Vocabulary Test were administered to the children.

ED 046 514

15. Micotti, Antonia

DAME SCHOOL PROJECT (BILINGUAL PRESCHOOL PROJECT)

The objectives of this one-year project were 1) to demonstrate a bilingual procedure of teaching in order to improve the conceptual, perceptual, and language development of 40 three- to five year olds residing in low income homes where the primary language was Spanish, 2) to train 11 women from the community as home teachers, and 3) to give training to the mothers of the project children so that they could improve their teaching techniques with their own children. Each home teacher taught a group of five children for about two hours daily in one of the children's homes, the home setting changing on a rotational basis. Mothers were in attendance 100% of the time when the class was held in her home, while 75% came to daily instructions besides the day of instruction in her home.

A careful anecdotal record was kept by the teachers on each child's day by day progress. An observation sheet of each child's home was completed by the home teachers three times during the year. The program families were pre- and post-tested on the Test of Basic Language Competence in English and Spanish (for children), the Inventory of Developmental Tasks (given in Spanish to the children), and the Maternal Teaching Style Instrument (mother/child test given in Spanish). A control group was post-tested with these instruments. The project parents served on a Parent Advisory Committee. The community was kept informed of the project's progress through various channels.

16.NIMH Gordon, Ira

A HOME LEARNING CENTER APPROACH TO EARLY STIMULATION

This study is to determine the effectiveness and practicability of home learning centers for disadvantaged preschool children. About 360 disadvantaged preschool children and their mothers are the subjects. Each child-mother pair is assigned to either an experimental or control group. Trained neighborhood workers who have at least a high school diploma teach the mother "at-home" activities designed for preschoolers. In addition, each child spends about four hours a week in a backyard center organized at the home of a mother who is trained and employed as a helper-teacher. The backyard programs are led by the neighborhood workers and supervised by university staff members. Fathers are also encouraged to participate. The preschoolers are periodically tested using such measures as the Peabody Picture Vocabulary Test, the Wallen Pegboard, the Leiter International Scale, the Stanford-Binet, and the Bayley Scale. Children of the same age who have participated for three years, two years, one year, or not at all are compared. The mothers are interviewed and tested. Changes in their feelings of competence and self-worth are noted.

17. ED 051 892

O'Farrell, Brigid

A STUDY IN CHILD CARE (CASE STUDY FROM VOLUME II-A): "THEY UNDERSTAND." DAY CARE PROGRAMS REPRINT SERIES

This day care center, serving 100 children (birth to 3-years old), admits only one child per family. The child must be the first or second child in a family where both parents have high school education or less and earn less than $5,000 per year. The program philosophy maintains that quality day care must carry over into the child's home life and community. The center supports a home visit program designed to help fulfill the educational, nutritional and health needs of expectant mothers through the child's third year. Many of the women selected for the program are unmarried high school students. The primary goal of the educational program is to give young children and their families opportunity for maximum intellectual, emotional and social growth. The infant program emphasizes the young child's emotional need for attachment to a special person, follows Piagetian task sequencing, provides infant stimulation and encourages language development. The "Family Style" toddler program allows the child to choose between various learning experiences, with older children helping younger ones. Creativity, sense perception, and small and large muscle activity are important parts of the curriculum.

18. Weikart, David

YPSILANTI CURRICULUM DEMONSTRATION PROJECT

This is an experimental preschool program in which three different curricula were carried out in different classrooms by separate teaching staffs. Groups of eight children, whose IQ's were between 50 and 85, were exposed to the program for periods of two years and each year a new wave started which served as a replication sample of the program during the previous year. Each program was a half day program in which each child was visited once a week by his teacher for 90 minutes to offer instruction and continuity of the program in the child's home. The three curricula were: a unit-based curriculum emphasizing the social-emotional development goals of a traditional nursery school program, a cognitively oriented curriculum developed by the Ypsilanti Perry Preschool Project, and a language training curriculum emphasizing learning of academic skills and developed by Bereiter and Engelmann. The Stanford-Binet, Peabody Picture Vocabulary Test, and the Leiter International Performance Scale were administered to the children.

ED 027 975

19.OE PERRY PRESCHOOL PROJECT, YPSILANTI, MICHIGAN

The Perry Preschool Project assessed longitudinal effects of a 2-year program consisting of a daily 3-hour cognitively oriented nursery, a weekly 90-minutes home visit, and less frequent group meetings of the pupils' parents. Subjects consisted of 3- and 4-year-old Negro disadvantaged and functionally retarded children, whose pretest scores on the Stanford Binet Intelligence Scale were not above 85. The program operated from September 1962 until June 1966. About 24 children took part each year. Upon entering, the children were pretested on the Stanford-Binet, the Peabody Picture Vocabulary Test, and the Leiter International Performance Scale. These and other tests were used later in the program. Few significant differences between experimentals and controls were noted on the pretests. The California Achievement Tests in reading, language, and mathematics were given at the end of the first grade and again at the end of the second grade.

20. Gray, Susan and Klaus, Rupert

THE EARLY TRAINING PROJECT

The goals of this study were to investigate the feasibility and effectiveness of conducting a preschool intervention program to offset the progressive retardation in cognitive development in economically disadvantaged children. There were two treatment groups and two control groups. The first treatment group was made up of 20 children who attended 10-week cognitively-oriented preschool sessions during three summers and had weekly home visitors continue the educational program for the remainder of the three years. The second treatment group had 20 children who attended two 10-week summer sessions and had two years of home visits. During the home visits professionals tried to assist the mother in supplementing the child's educational experience and in learning to cope with her own environment. The first control group consisted of 18 children who served as a local control group. The second control group was made up of 24 children located in a city similar to the one where the other groups resided but 60 miles from it. All the children were from black lower class families. The Stanford-Binet, the Peabody Picture Vocabulary Test, the Wechsler Intelligence Scale for children, the Illinois Test of Psycholinguistic Abilities, the Metropolitan Achievement Test, a reading readiness test, selected scales of the Pierce-Harris Self-Concept Test and the Kagan Reflectivity-Impulsivity Test were administered to the children.

21. DR. MARTIN LUTHER KING FAMILY CENTER

Chicago, Illinois

This Center is community funded and administered.

21a. Program for Four-Year-Olds - Pilot Study -- Six black preschoolers and their families participated in this home program in which the parents learned from an indigenous family worker how to teach their children. A male family worker visited the father and a female family worker visited the mother in order to discover the parents' goals for their children which were then demonstrated by developmental activities by the family worker who served both as a model and a positive reinforcer. Family served both as a model and a positive reinforcer. Family communication and enjoyment were encouraged in these learning activities with toys and projects. The mothers learned how to praise, reward and reinforce their child's behavior, as well as to see the importance of play activities in the development of their children. The mothers were also encouraged to teach what they had learned to their friends and were given toys to disperse to their friends. The fathers, as a result of a conflict between the role of head of the household and playing with their children, formed a group and worked with their children and later with problem areas of the community. Activities were organized for the children and the mothers by the fathers. During the summer, softball teams and a Tastee Freeze Ice Cream business were organized.

21 b. Developmental Laboratory for Toddlers -- This program is for children aged 18 months to three years. Phase I: Home visits like those described in the pilot study. Phase II: Observation and discussion about children learning from toys in the Lab by mothers of their own and other children. Phase III: Horizontal diffusion to the community by participating mothers who invited other mothers to join the group. Some of the participating mothers also became home visitors. The mothers formed their own discussion groups about childrearing and community issues.

Preschool Program for Three Year Olds -- The child participates and (1) has experiences for developing autonomy, (2) develops constructive aggression, (3) expands his curiosity and exploration, (4) has limits set so that he develops internalized controls, and (5) develops self as a black person with inner strength and resiliency.

Program for Four Year Olds -- The black child learns to function productively in a world which may be hostile to him, develops the ability to be flexible, learns to communicate expressively and clearly, and develops cognitive abilities including success in concept learning, problem solving, etc. As in every other program in the Center, participation of the whole family is encouraged.

The Center also has a program for preteens and teens -- Creativity Unlimited.

22. Ypsilanti, Michigan

GALE PRESCHOOL PROGRAM

This preschool program ran for 6 months and included classes of 10 four-year-olds. Each class had a teacher and an aide. The children were tutored at home by the teachers every other week and by the aide on alternate weeks. Activities for the tutorial sessions were on the basis of the child's needs, the mother's predisposition, the facilities in the home, and the ease of replication by the parent. The aides were people from the disadvantaged areas themselves who were trained to conduct the tutoring sessions. The curriculum was a mixture of Piagetian approach with a Bereiter-Englemann language training program. Data were collected from the parents on a modification of the Wolf and Dave (environmental process variables) scales, as well as an attitude inventory developed by Weikart.

23. OE/NCERD Doyle, R.P. and Hemphill, M.

THE EFFECTS OF A PRESCHOOL LANGUAGE PROGRAM ON TWO-YEAR-OLD CHILDREN AND THEIR MOTHERS

It will be the purpose of this study to design a developmental precurriculum based on language that will stimulate, increase and improve receptive and expressive aspects of two year old children's language functioning. This program by means of a structured language methodology provides a continual treatment in the preschool setting and later at home with the mother as she becomes effective in using the language techniques. The

24. PARENT/CHILD COURSE AND TOY LENDING LIBRARY

Van Atta, Linda

An intact kindergarten class of 18 children and their parents formed the project population. Only one of the children had preschool experience. The children were from black, low-income, rural families.

The course involved a series of nine weekly one-hour home visits. The home visitors demonstrated to the parent how to effectively use a toy as a learning episode with the child, and left the demonstration toy in the home for one week at which time the home visitor returned and checked the mother's use of the toy with the child. The home visitor demonstrated another toy which was then left in the home for one week. The parents were encouraged to use the toy for 20 minutes daily with the child. This procedure was repeated until nine different toys were demonstrated. Written instructions were given to the parent for use of each toy. The parents were also encouraged to discover and use additional games with the toys. In addition to the toy demonstration, each visit included information about parental teaching strategies, community services, and child oriented activities that the parent could do at home without special toys or equipment. Upon completion of the parent/child course (participation in nine home visits), the families were eligible to borrow educational materials from the library. The librarian kept individual records on the children as the parents borrowed materials. These records included what materials were borrowed for the child to play with; an assessment by the librarian on the child's skill in using the material when it was returned; and recommendations for other games and toys to aid in developing the child's concepts and skills. The home visitors and librarian were community residents who were trained to serve as staff in the program.

The children were randomly assigned to two groups, experimental and control. All the children were pre- and posttested on the Caldwell Preschool Inventory and the Responsive Achievement Test and the parents were pre- and posttested on the Implicit Parental Learning Theory Scale.

ED 033 758

25. Jester, Emile R.

FOCUS ON PARENT EDUCATION AS A MEANS OF ALTERING THE CHILD'S ENVIRONMENT

This program uses the Florida Parent Education Model with five- to seven-year olds enrolled in Follow Through programs. Paraprofessional parent educators visit the mothers of the children in their homes and provide them with specific tasks to work on with their children. The parent educator is also expected to be a part of the classroom instructional system so she and the teacher collaborate on home tasks to provide both school-relevant and home-relevant behavior in the child.

26. OE Jones, Elizabeth

PREPARING TEACHERS TO INVOLVE PARENTS IN CHILDREN'S LEARNING

In this project 20 preservice and inservice teachers of young children made weekly home visits to disadvantaged families with the goal of enriching children's home learning environments. Some were the teacher of one of the children in the family; others recruited, through various sources, families new to them. Each visitor developed his own approach to working with a family, reported in writing on the visits, and discussed them in a weekly seminar and in conferences with project staff. Emphasis was placed on promoting diversity of approach, to utilize the divergent competencies of teachers in meeting the varied needs of families.

27.OE Prince George's County, Maryland

OPERATION MOVING AHEAD

The objectives of this program were to help low income parents feel more "at home" in the school; increase their understanding of what, how, and toward what end the school is teaching their children; learn how parents can help their children learn; gain more understanding of how children develop; increase their skills in home management; learn how to work with other parents; learn about community resources and how to use them; and assume roles of leadership in the group and community. Parent Helpers, who were experienced homemakers, worked with individuals and groups. Parents came to school to observe their children while baby-sitters were provided, but most of the work was conducted at home. The Parent Helpers received a week of preservice training and held inservice education sessions once a week. They were free to devise their own approaches and developed a mixture of individual and group techniques.

28. O. Irwin

A group of working class mothers were instructed to read to their infants 15 minutes daily. The mothers pointed out objects in pictures, made up stories, and talked more to their infants. A control group received no systematic stimulation.

29. OE Karnes, Merle

EDUCATIONAL INTERVENTION AT HOME BY MOTHERS OF DISADVANTAGED INFANTS

The use of mothers as agents of educational intervention was investigated. One Caucasian and 15 Negro mothers, all from poverty environments, completed the 15-month training program. The initial ages of their children who participated in the program were between 13 and 27 months. None of the children attended a day care center or preschool prior to or during the study. During weekly two-hour meetings the mothers were provided a sequential educational program to use at home in stimulating the cognitive and verbal development of their children and were instructed in principles of teaching which emphasized positive reinforcement. The mothers were asked to use these techniques with their children every day. A portion of each meeting was devoted to mother-centered goals related to fostering a sense of dignity and worth as the mother demonstrated self-help capabilities within the family setting and the community. The mothers were paid $3 per meeting and transportation was provided. Staff workers made one or more monthly home visits to the experimental mothers to reinforce the teaching principles introduced at the meetings. Though an actual control group could not be maintained, comparisons were made with a matched group of infants from a larger study and with older sibling of six of the experimental children. The Stanford-Binet and the Illinois Test of Psycholinguistic Abilities were used as measures.

30. Karnes, Merle

Twenty-six Negro children from disadvantaged backgrounds between the ages of three years and three months and four years and three months were divided into a control and experimental group. Subjects in neither group were enrolled in a preschool. The mothers of the control children were not enrolled in any program while the mothers of the experimental children attended 11 weekly two-hour training sessions where they made instructional materials and learned to use them to teach their children at home. They were paid $3 per session. If a mother was absent, her home was visited during the week. Otherwise, the teachers made home visits every two weeks in order to become acquainted with the home and child, offer further teaching suggestions, and help evaluate the appropriateness of the activities for the particular children. Pre-tests and post-tests with the Stanford-Binet and the Illinois Test of Psycholinguistic Abilities were administered.

31. Nimnicht, Glen

PARENT-CHILD PROGRAM AND TOY LENDING LIBRARY

This program is designed to provide preschool education for three- to four-year-olds whose parents cannot afford nursery schools but yet are above the income level for Head Start participation. The program involves 10 weekly two-hour group sessions for parents. Demonstrations and role-playing experiences are used with different toys during these sessions. The parents take home the demonstrated toy and are encouraged to use the toy daily with the child unless the child refuses. Films, discussions, and written material are also used with the parents to provide information on child development. Children have been pre- and post-tested on the Responsive Environment Test. Parents filled out questionnaires weekly and at the beginning and end of the course.

ED 042 588

32. Niedermeyer, Fred C.

PARENT-ASSISTED LEARNING

The effects of parent-monitored practice at home on pupil performance in reading were investigated. The study used as instructional vehicles the Parent-Assisted Learning Program and the Southwest Regional Laboratory's First-Year Communication Skills Program. Parents of three classes of kindergarteners from a white, lower-middle class area participated in the 12-week study. The parents first attended a 90-minute training session at the school. Programmed materials, called Practice Exercises, were used by the parents with their children at home. Inexpensive storybooks were also frequently sent home and were used at the option of the parent. Included in the study was a test of the effects of two conditions designed to insure maximum parent participation -- school-to-home feedback (weekly teacher comments and/or pupil test scores sent home) and parent accountability (records of completed home instruction returned to school daily).

Pre- and post-reading tests were given to the experimental and control children. In addition, in the experimental groups the amount of parent participation was measured by parent estimates of the number of completed practice sessions, and pupil attitude was measured by an activity preference form.

33. OE/NCERD Hemphill, John
DRDR

EDUCATION BEGINNING AT AGE THREE

The goal of this program is to develop intellectual abilities of young children, ages 3 to 9, at a faster rate than is usually achieved, while fostering in the children more positive attitudes toward themselves, the school, and learning. The strategy is the development of an integrated sequence of education that permits the learner to pace himself, explore freely, make inter-related discoveries, receive immediate feedback, and avoid painful experiences that will affect future learning. The program will be responsive to the background, culture, and life styles of individual children.

Three major components are now underway:

1. Head Start program for three- and four-year old children;
2. Follow Through program for children in kindergarten through the third grade; and
3. Parent/Child Toy Library which consists of a program for training parents to use toys and games borrowed from a library to help their preschool children develop cognitive skills.

Each component contains toys and games, programmed materials and simple teaching machines (developed by FWL and others), procedures and materials for training teachers and aides, and procedures for involving parents.

34.NIMH Edwards, Dorothy

CULTURAL ENRICHMENT BY MEANS OF A TOY LIBRARY

Purpose: This investigator is establishing a toy lending center for culturally disadvantaged preschoolers in an effort to demonstrate that the children's performance in kindergarten and first grade will improve through play with toys not usually available, and through increased interaction with an adult during during play.

Subjects: Subjects are 300 Negro children, aged six months to five years, from an underprivileged neighborhood in Washington, D.C. When they reach first grade, they are compared with a similar group of control subjects.

Method: When a child registers at the toy library, the adult accompanying him is asked questions on the child's developmental history and then instructed on the importance of toys and of playing with the child. Older children are asked questions to assess their developmental level. The children are given token rewards for returning the toys promptly in good condition and for participating in other activities of the toy library, such as supervised play sessions. Each child is periodically evaluated while using the library. A final evaluation, made when he reaches first grade, consists of ratings of motor development, attention span, curiosity, respect for property, verbal ability, sharing, self-discipline, and memory.

35. Sullivan, Lorraine

Chicago high school students in 10th and 11th grades, most of whom have younger siblings, will conduct a program for mothers of infants. They will try to encourage positive attitudes toward children and give the mothers ideas about how they can teach their children with simple materials. The program aims to improve the attitudes and skills of the high school students in child development, as well as to aid the mothers.

36. PARENT PARTICIPATION PROGRAM, MOBILIZATION FOR YOUTH

Paraprofessionals trained parents one hour per week to read to their children. The children were first graders from predominantly Puerto Rican families. A matched group of children received two hours of remediation per week from professionals. A control group receiving no intervention was also included. Reading tests were administered to the children.

37. Stern, C. et al.

DEVELOPING THE ROLE OF PARENT-AS-TEACHER WITH HEAD START POPULATIONS

Three methods of working with children and/or parents were compared with Head Start populations. One method consisted of the teacher, in meetings at school, giving materials to the parents for use at home while the teacher used the same materials in the classroom. The second consisted of the teacher using the materials in the classroom only. The third was for the teacher to provide materials to parents for their use at home, but did not use them in the classroom. A control group had the regular Head Start program in which the special materials were not used at all. The special materials consisted of a set of parallel picture story books and a series of programmed booklets to teach color, shape, and size. The intervention lasted less than three months. The children were tested on the Peabody Picture Vocabulary Test, the Draw-a-Man, the Parallel Production Test and tests of shape, color and size. The mothers were given the UCLA Alienation Scale.

ED 027 942

38. McCarthy, Janet Lee Gorrell

CHANGING PARENT ATTITUDES AND IMPROVING LANGUAGE AND INTELLECTUAL ABILITIES OF CULTURALLY DISADVANTAGED FOUR-YEAR-OLD CHILDREN THROUGH PARENT INVOLVEMENT

In each of three Head Start Centers, parents were assigned to three parent-participation conditions. In one condition the parents attended regular group meetings over an eight month period. Another condition consisted of weekly home visits with the parent and child during which educational materials were left with the family for a week. The third condition involved no special parent involvement efforts. The children were pre- and post-tested on the Peabody Picture Vocabulary Test and on the Illinois Test of Psycholinguistic Abilities. The parents were pre- and post-tested on an attitude survey instrument designed by Hereford.

39. Gilmer, Barbara, R.

INTERVENTION WITH MOTHERS AND YOUNG CHILDREN: A STUDY OF INTRAFAMILY EFFECTS

This study compares three methods of intervention conducted for two years to promote cognitive development and competency of disadvantaged young children. Subjects were about 80 black mother-child-younger siblings triads, divided into three groups (and matched with comparison groups): (1) Maximum Impact, the DARCEE preschool program for the target child (3 to 4 years of age) at a center five days a week, and for the mother at a center once a week. The center program for mothers taught them how to stimulate their children intellectually and improved mothers' self-concept and home management. The children's class program emphasized skill development and an ordered environment. (2) Curriculum, which gave the older children a DARCEE classroom program like that of the first group but offered no program for moth[illegible] or siblings; and (3) Home Visitor, in which the family had n[illegible]rect contact with the center but received 1-hour home visits once a week from a teacher who showed the mother how to instruct her children, using materials similar to those used in the preschool program. Children in the treatment and comparison groups were pre-tested and post-tested on the Stanford-Binet and the Peabody Picture Vocabulary Test. In addition, younger sibling groups were given the DARCEE Concept Test for Children. Mothers were pre-tested and post-tested on the WAIS and indices of change in the life style of mothers involved in the program were recorded.

40.OEO

HOUSTON PARENT-CHILD DEVELOPMENT CENTER

The Houston PCDC Model proposes to formulate and test program components, methods, and procedures designed to develop child-rearing competence in low income, largely Mexican-American families, through research-guided intervention. Thus, the Houston model, when tested, will be most applicable to communities in the Southwest with a bilingual, bicultural poor population.

During 1971, the Houston program has accomplished the following tasks: (1) developed the content of a center-based component for children 24 to 36 months and their mothers, to complement the original in-home intervention for one to two year olds; (2) recruited and trained staff for center-based program and restructured the training for the expanded home-visiting staff; (3) detailed, specified, and refined the operational content of both home-based and center-based components, together with the criteria for assessment, procedures, and instruments for assessing and measuring program impact; (4) determined the feasibility and formulated the content of father and mother weekend workshops as a way of including the Mexican-American father in the intervention and reinforcing in-home and center-based learning activities.

During 1971, much attention has been given to determining the point of initial intervention and the appropriate phasing of home-based and center-based activities to insure the greatest impact on the problem of bilinguality of the infants and the development of mothers as effective initial agents and continued reinforcers of the language, as well as other aspects of development of the children.

Originally, all supportive social services, outreach, recruitment, and transportation were performed under contract by a private voluntary agency. This proved unsatisfactory, as did the use of campus-based nursery facility for the center-based program. Hence, the revised model to be tested includes these outreach and supportive social services as integral parts of the PCDC operation.

Important refinements were made to the original experimental design. The experimental design for Fiscal Year 1972 testing will include two alternative treatments: a one year center-based intervention, beginning at age 24 months and a two year, two phased intervention (home visits plus center-based experience for mother and infant), beginning at 12 months. Each experimental group will have appropriate controls. The 50 experimental participants in the two-year, two phase intervention will be recruited from the immediate model city area and will be flanked by a randomly assigned "referral-services only" control as well as by a matched remote, out-of-area pre- and post-test, no treatment control. The 20 experimental participants of the one year (center only) intervention will be flanked by a 20 pair "services only" control group. Parents participating in both one year and two-year interventions will participate in father-mother weekend workshops. Comparison data will be gathered on older siblings of both experimental and control groups.

41.OEO

NEW ORLEANS PARENT AND CHILD DEVELOPMENT CENTER

The New Orleans proposal represents a PCDC model to be developed within the organizational framework of a comprehensive model cities program, serving a large number of Black inner-city New Orleans residents. This program includes, through its affiliation with Tulane University and Family Planning Inc., both extensive material and health delivery services. As a part of this organization, both experimental and control participants of the New Orleans PCDC will receive pre and postnatal diagnosis and care, and a core of essential pediatric, medical, and family health services.

The New Orleans PCDC model proposes to develop and test two alternative experimental treatments for infants, parents, and their family members. The first is a center-based program to which infants and their mothers come for a stipulated number of mornings or afternoons per week. The second is a home-delivered program carried into individual homes by paraprofessional family educators, who will work with mothers and babies. The conceptual content of what is to be taught to parents in each of these alternative treatments is the same, but the teaching methods and practice situations will vary in so much as they must be adapted to the center and home respectively.

Preliminary identification of evaluative methods and inst instruments has also been made. Measurement of the following areas is suggested: general intelligence (child); discrete cognitive processes (child); mother-child interaction (mother and child); motivation and self-concept (mother and child); environment (home); and follow-up measures (child).

New experimental subjects will be added each of the three program years in order to evaluate the effects of age and duration of participation on program effectiveness.

42.OE/NCERD
DR Morreau, Lanny

TELEVISED PARENT TRAINING PROGRAM: REINFORCEMENT STRATEGIES FOR MOTHERS OF DISADVANTAGED CHILDREN

The purpose of this project is to develop and test a relatively low-cost model -- programmed televised instruction -- by which thousands of parents can be trained simultaneously at home in techniques for enriching the environment of children below the age of three years and enhancing their intellectual development. The project plan includes three steps. First, experts in programmed instruction, infant stimulation and parent training, behavior modification and parent reinforcement, and language development will together plan the content of the televised programmed sessions. Second, a prototype series of programmed texts and video-tapes will be produced and evaluated. Third, a finished, broadcast-quality instructional series will be produced, televised, and tested.

43. NIMH Horton, Kathryn

TRAINING MATERNAL LANGUAGE STYLE THROUGH MULTIMEDIA

The goal of this project is to assess the effectiveness of viewing at home a video-taped program designed to improve parents' ability to stimulate the cognitive development and language learning of their preschool children. The target subjects are 180 economically disadvantaged parents of preschool children who are attending a day care program.

44. OE- PARENT EDUCATION - IMPORTANCE OF CHILD'S SELF-CONCEPT

The uses of television and adjunctive materials as a viable force in the education of parents of children from birth to age six will be explored. One phase of the study will be a report on the major obstacles to the development of positive self-image, and possible corrective measures to alleviate negative concepts. Based on this survey, content outlines will be developed for television programming directed at parents, day care workers, and other adults who have contact with young children. Programming will emphasize the positive role that adults can play in the formation of healthy self-image in young children. Plans will be included for the development of adjunctive materials that can be produced and distributed nation-wide at $2.00 per package or less. Means of utilizing the materials, such as parents classes or home visits, will also be considered.

45. SESAME STREET, CHILDREN'S TELEVISION WORKSHOP

"Sesame Street" is a daily hour-long educational television program which is broadcast nationally. An estimated six million preschoolers watch "Sesame Street" each day. They span socioeconomic classes, ethnic groups and geographical locations and settings. "Sesame Street" has a direct teaching, instructional approach with fast moving, frequently changing episodes of high child appeal. All activities the child views are designed with a dual purpose, to educate and to entertain. "Sesame Street" publishes a series of Parent-Teacher guides describing supplementary activities for parent-child use. The guides outline methods of working with the child and the activities suggested reinforce content activities of the daily program. The utilization effort for the second season (1970-71) includes the establishment of organized groups of "Sesame Street Mothers" in the inner-city areas. These mothers will meet with trained personnel and be instructed on ways to use the program in working with their children. Two research groups, formative and summative, are associated with the Workshop. The formative research department is a part of the Workshop staff; it aims at betterment of the program. An achievement-testing program was initiated during the broadcast season. The summative evaluation (a national evaluation of the effectiveness of the television experiment) was conducted by Educational Testing Service.

46. OE/NCERD
DRDR Carmichael, Benjamin

HOME ORIENTED PRESCHOOL PROGRAM (Appalachia Educational Laboratory)

This is a home-oriented instructional system designed for three-, four-, and five-year olds, which is being used on a regional basis for approximately 25,000 rural children. It consists of 30-minute television lessons ("Around the Bend") broadcast into the home each day, a weekly home visit by paraprofessionals to discuss the program with parents and children and to deliver materials for the parents to use with the children, and group instruction by a certified teacher and an aide once a week in a mobile classroom. Assessment methods used include administration of the Peabody Picture Vocaburary Test, the Illinois Test of Psycholinguistic Abilities, the Appalachian Preschool Test of Cognitive Skills and the Marianne Frostig Test of Perceptual Development and the use of a specially designed social interaction analysis technique, attitude checklists, ratings made by parents, and systematically collected anecdotal records.

47.OCD Shilling, C.W.

PUBLIC COMMUNICATION CRITICAL TO CHILD HEALTH CARE

This project will study communications which are active in providing public access to information concerning resources for child health care. Exploratory investigation, informal interviews and sampling questionnaires will be used to identify channels, vehicles, and media of communications, gatekeepers and opinion makers within that network, and the information content of public communications by which essential facts are furnished to professional and lay users of health care information. The study will focus specifically on the Report of the Conference on the Use of Stimulant Drugs in the Treatment of Behaviorally Disturbed Young School Children (DHEW, Jan. 1971), which concerned hyperkinesis. Means by which DHEW client and constituent populations acquire information will be reported, with implications for improved public access to information.

48. USE OF MODERN TELECOMMUNICATIONS FOR CHILD CARE AND DEVELOPMENT

DHEW by assignment from the President's Domestic Council has recently completed a study on the use of modern telecommunications capabilities for improved delivery of education, health and social services information to a broad range of populations.

A part of the proposed plan involves program development aimed at parents and others working with young children. Among the possibilities which might be funded are:

1. a series of parent-training programs concerned with the health, nutrition, safety and physical development of very young children (0-18 months) which emphasize the special needs of low-income parents and could include family planning concepts,
2. a series designed to be watched by parents and child together aimed at the 18-month to three-year period and fostering joint play activities through which parents can help their children develop, and
3. a series intended for the professionals, paraprofessionals and parents who will be involved in the setting up and staffing of day care and preschool facilities.

Proposed Project

49. PLAN FOR A SATELLITE-RELATED EDUCATIONAL SYSTEM EXPERIMENT

Working together, the Office of Telecommunications Policy (OS) and the Development Division (OE) have outlined needs for the long-range systematic development of a satellite-related educational telecommunications network, expected to become operational in the early 1980's. A first stage in the long-range effort will involve experimentation with the NASA ATS-F communications satellite which will be launched in May of 1973. HEW has been given use of the satellite during a portion of each day or 11 months for educational telecommunications experiments. Part of the experiments will focus on early childhood needs.

The general objective of the early childhood focus will be to address important aspects of total child development which bear upon the acquisition of specific skills, for the age group three to six, and for the various identified target audiences. There will be two complementary activities in implementing this objective:

1. providing education directly through involvement of the target group in educational systems employing various levels of technology and personnel utilization; and
2. providing a learning enriched environment for assisting parents, professionals and paraprofessionals to work more effectively with children.

Several aspects of overall child development will be examined and it is expected the following categories will be included: cognition, social-affective, language development, sensorimotor learning and social-cultural understanding.

Parent participation is considered an essential part of the program, as well as the competent participation of paraprofessionals working with children, parents and community agents. The parent and the instructional component, including the paraprofessional (or professional) as teacher and care-giver, will be developed to be complementary and mutually supportive. Parent and teacher training can be done via television.

Proposed Project

50. OE-ESAQIEA PRESCHOOL PROJECT - INVOLVEMENT OF SCHOOL AND PARENTS AND COMMUNITY

A plan of the School Systems Division of OE proposes a national effort in the preschool area with the objective of demonstrating the feasibility of preschool education so that more school systems will accept the education of preschoolers as a significant responsibility. Preschool classes would be conducted by parent volunteers in homes or community locations; there would be a parent advisory group.

The chief focus of the educational effort would be the daily viewing of Sesame Street on public broadcast channels. Daily two-hour sessions would allow for reviewing the previous day's program, viewing the new program, discussing the new program and working with other learning materials, and "socializing." The children would receive lessons and books to take home. Others in the home would receive instructions for participating in the support of the learning experience.

Proposed Project

51. BILINGUAL/BICULTURAL PRESCHOOL TELEVISION PROGRAM

OE's Development Division hopes to fund in FY 72 a proposed series of television programs for the education and development of the bilingual English-Spanish speaking preschool child.

A daily television program could be carried nationally on both educational and commercial television stations. The programs would be appropriate for all children but the setting, problems, and daily situations would be directed to the Spanish-origin preschool child. The program developed would feature the most imaginative means for fostering the intellectual and cultural development of the child. In addition, a training program to run concurrently with the television show would be established to assist preschool and kindergarten teachers in utilizing the show as a major tool in the learning and readiness activities of the child. Children's follow-up learning materials and parent and teacher training materials would be used. As much as possible, already researched and developed approaches and materials would be "borrowed" from other programs. Workers would go into homes in the community to encourage a broader viewing of the program than might otherwise occur and to insure parent participation in the home.

Proposed Project

52. PARENT EDUCATION FOR AT-HOME AND DAY CARE CHILDREN

First steps are being taken by OCD to set up a pilot study of ways to teach mothers with children at home and in day care centers more about assisting the healthy development of their children. As a first step it is proposed interviews be conducted with mothers of day care children to help determine parent education needs. The proposed method is to develop 1/2 hour TV shows for parents based on Mr. Roger's Neighborhood, and to prepare supplementary materials suggesting parent-child activities growing out of the show. Such details as the number of shows, the range of the broadcasts and the exact nature of materials have not been determined.

53. OEO Wohlford, Paul

CHANGING PARENTAL ATTITUDES AND BEHAVIOR THROUGH PARTICIPANT GROUP METHODS

The purpose of this project is to attempt to intervene in the poverty cycle by using participant group methods to change attitudes and behavior among parents of preschool children. The study population of 60 families will be recruited from participants in an OEO preschool program in Miami. The groups will meet twice a week for one and one-half hours each. One of the groups two co-trainers will be an indigenous mother.

Each experimental group would serve as its own control in a repeated measures design. Approximately 150 children will be assessed. The children whose mothers participated in the Parent Training Project will be compared with children whose mothers did not participate. Both groups will be tested in a pre-test-manipulation -post-test design. A follow-up will be conducted in the second year to determine if the observed changes held up or if there were any new changes.

54. Mann, Marlis.

THE EFFECTS OF A PRESCHOOL LANGUAGE PROGRAM ON TWO YEAR-OLD CHILDREN AND THEIR MOTHERS

A study was made to determine whether a structured language program for two-year-old educationally disadvantaged children and a complementary structured language program for their mothers would significantly affect the language behavior of mothers and children. Twenty-four lower socio-economic status mothers and their two-year olds were placed in the following three groups: (1) language treatment, (2) counseling and day care treatment, and (3) control with no treatment. Hypotheses were tested which concerned language styles and mother-child interaction patterns. Experimental language group children and mothers received treatment (verbal reinforcement, elaboration and extension) for 1 1/2 hours, two days a week for 10 weeks. Mothers in the counseling group received counseling on matters of concern to low-income black mothers for three hours daily, once a week for 10 weeks. Their children were in day care for that period of time. Pre- and post-tests of mothers and children in the two experimental groups were made using a syntax measure and the children were tested on concept development. Controls were post-tested only. It was concluded that the structured language program (a) produced a significant change in the syntax style of mothers and children, and (b) effectively changed the syntax style of the children.

55. Adkins, Dorothy C., and Herman, Hannah.

HAWAII HEAD START EVALUATION -- 1968-69

The present study compared the developmental effects of two curricula (University of Hawaii Preschool Language Curriculum (UHPLC) and a general enrichment curriculum); two parent programs (one emphasizing the mother's role in fostering her child's cognitive development, P1, and one focusing on more general concepts of child development, P2); and two levels of parent participation (1/3 or better attendance at parent meetings and less than 1/3 attendance). Dependent measures included classroom observation with mothers held at the beginning and end of the program. The sample consisted of eight Head Start classes. Among the major results of the study was the significantly superior performance of UHPLC children compared to children in the enrichment classes on many of the tests, including the Stanford-Binet, the Preschool Inventory, and subtests of the Illinois Test of Psycholinguistic Abilities. The classroom atmosphere, as measured by the Post Observation Teacher Rating Scales, was significantly better in UHPLC classes. Mothers active in parent programs showed improved attitudes towards children's education and increased tolerance towards children's chosen companions.

56. OCD Wholey, Joseph.

Health Start is an experimental program to explore ways of extending Head Start's outreach in providing medical services to many other children than those now served. Health Start's objective is service coordination, rather than primarily the creation of new services; in addition, strong emphasis is placed on bringing the child into a health delivery system of diagnosis, treatment, maintenance and prevention in medical care, and in providing follow-up throughout the year through the on-site health coordinator.

The purpose of the first year evaluation is to assess how feasible, viable and successful the Health Start model is in extending the available services to serve more children. If the evaluation indicates that Health Start has succeeded in reaching its summer objectives in an effective manner, the program will probably be continued for a second year so that a more experimental approach can be taken to replication of the models for health delivery developed during summer 1971.

A second purpose of the first year evaluation will be to record the longer-range success of the health coordinator, the extent to which children have indeed entered a health delivery system that will continue after they leave the Health Start program, and whether this represents a new and more effective use of resources or is achieved at the expense of other medical needs in the community.

57. Glick, Joseph

A PARENT EDUCATION PROGRAM IN THE PEDIATRIC CLINIC

The major goal is to demonstrate a parent education program done in the setting of the pediatric clinic. The project will attempt to document the effectiveness of the program for parents and children from disadvantaged minority backgrounds. The subjects are parents with children 20-40 months of age drawn from client population of pediatric clinics in disadvantaged areas of New York City. The initial client populations are about 40 percent Negro and 60 percent Puerto Rican.

58. Johnson, Warren R.

RELATIONSHIP OF PARENT CHARACTERISTICS AND ATTITUDES TO DEVELOPMENTAL STATUS AND CHANGES IN CHILDREN

The primary purposes of the proposed research are as follows: (1) to determine if a child's (a) developmental status when he enters the Children's Physical Developmental Clinic, and (b) changes in development during the clinic program, are related to the initial status of and/or changes in parent characteristics and attitudes during the clinic program; (2) to determine whether there are any significant differences in characteristics and attitudes of parents of the clinic children as compared to those of parents of normal children of similar socio-economic background; (3) to determine if lecture series or parent discussion groups conducted in conjunction with the clinic program significantly affect parent attitudes and if these changes in attitudes are related to children's development in the clinic program.

Experimental and control groups of children and parents will be utilized, and provision is made for an empirical comparison of the effects of a cognitive versus affective approach to effecting positive changes in parental attitudes and behaviors. Measures will include behavioral observatons by trained observers and appropriate personality and attitude assessment scales.

59.

NIMH Gutelius, Margaret

MOBILE UNIT FOR CHILD HEALTH SUPERVISION

The investigator hopes to determine if optimum child care, beginning in the prenatal period, results in improved physical and emotional health, mental capacity, and social and cultural adaptatio of children born into poverty. Subjects are firstborn Negro children from homes in a severely deprived area of Washington, D.C. Mothers are healthy women with average IQs; they are between the ages of 15 and 20 at the time of pregnancy and, normally, would be expected to seek little or no health care or counseling.

60. OCD Morris, Anne

A PARENT EDUCATION PROGRAM IN A PEDIATRIC CLINIC

Poor children demonstrate a lag in cognitive and language development in both pre-school and later school programs. The importance of the parent in the normal development of cognitive learning and language skills has been documented. It is necessary to find effective and economical ways to encourage the mother to enrich her child rearing practices by enlarging her role in teaching the infant and young child.

In the waiting rooms of pediatric clinics and well baby stations there is a large captive audience of mothers who have demonstrated an interest in their children by their presence in the medical facility. It follows that an educational intervention program involving parents should be an integral part of a comprehensive medical program for young children.

The difference in performance of children whose parents carried out the training program versus those who have received no training will be measured. The effect of training on parent-child interaction will be documented.

61.MCHS Schlesinger, Edward

The Maternity Care Research Unit conducts studies concerned with health and related services to pregnant women and infants.

1. The Prenatal Care Personnel Utilization Project has tested, in a controlled setting, the design, implementation, and evaluation of a prenatal care program using professional and non-professional clinic personnel with limited additional training, in roles traditionally performed by more highly trained individuals.

2. The Project in Operational Research in Maternity Care of Adolescents investigates the efficiency and effectiveness of critical components of care of teen-age pregnant girls in an educational setting, utilizing related facilities for prenatal care, with emphasis on discussion and instructional groups for the girls. Effects are measured, for example, by pregnancy outcome, avoidance of further pregnancy, adequacy of child care practices, and continued formal education or vocational preparation.

3. The Infant Learning Project studies methodological factors involved in a program designed to aid mothers in enhancing the perceptual and cognitive growth of their infants as part of ongoing health supervision in a child health conference setting. It involves non-professional workers in the instructional program for low-income mothers.

4. An associated project proposes to develop data systems and procedures as models for teen-age pregnancy programs throughout the United States, as part of a guide for assessing program effectiveness.

62. OCD Cisin, Ira H., and Howard, Marion

RESEARCH UTILIZATION AND INFORMATION SHARING PROJECT

In the first year, the Research Utilization and Information Sharing Project is functioning in consortium with the Society for the Study of Intervention to further the development and sharing of knowledge among professional researchers in the infant intervention field, and to relate agreed-upon knowledge to the problems of adolescent parenting. Knowledge is also utilized through conferences and consultations designed to upgrade the quality of existing group infant care/infant education programs for children of young parents and to promote the development of sound new ones.

63. OCD Thornal

PREPARATION FOR PARENTHOOD

A comprehensive program of education, medical, social and vocational services will enable 100 pregnant teenage girls to continue their education in a separate school setting. Girls are informed and encouraged to take advantage of the community resources which will enable each to solve her particular problems in the most effective manner.

64. OCD Byas, Ulysses

PREPARATION FOR PARENTHOOD PROGRAM AND EARLY CHILDHOOD DEVELOPMENT PROGRAM (MODEL CITIES)

Program will provide comprehensive educationa, medical, and social services for pregnant schoolgirls and returning dropouts who already have babies. An infant and child development center will serve as a laboratory school in support of the parenthood component.

65. OCD Gross, Ruth T.

FAMILY DEVELOPMENT CENTER

The Family Development Center is designed to provide services for 50 infants from birth to two years and their high school mothers. The objectives of the program are to provide an appropriate day care center for the infants, to assure adequate health care for them, to provide a parent education program for the mothers, and to enable the mothers to continue their high school education.

66. NIMH Pinderhughes, Charles and Evans, Stanley

DEMONSTRATION PROJECT FOR DISADVANTAGED YOUNG PARENTS

This demonstration project will enable disadvantaged potential parents residing in a hard core inner city ghetto neighborhood (Model Cities) to participate in a program designed to provide knowledge and skills on early child care practices. The subjects will be sixteen- and seventeen-year-old males and females. Subjects will meet bi-monthly over a two-year period. Demographic and background information will be collected on each participant, with a view of finding a matched control group to later assess the success of the program. In addition, evaluations will be made of participants' use of the training offered, as well as their own judgement of its usefulness. Staff will provide both on a one-to-one group basis information on prenatal care, postnatal care, and adjustment to motherhood, fatherhood and life in the home.

67. NIMH Dow, Peter B.

EARLY CHILD DEVELOPMENT: A CURRICULUM FOR ADOLESCENTS

This project is concerned with the development of a one-year curriculum in early child development for adolescent students. With the background support of cross-species and cross-cultural readings and films and adaptations of current research in child development, each student is to beeengaged in first-hand study of the behavior of small children and in establishing a helping relationship with a youngerchild in his community. In this relationship the adolescent sees the young child twice a week and helps with his care and education. He puts his growing theoretical knowledge to work, doing supervised original research, taking a responsible role, and gaining experience for parenting.

68. OCD Dow, Peter

AN ADOLESCENT PROGRAM IN CHILD STUDY AND WORK WITH YOUNGER CHILDREN.

This two-and-a half year project will combine for adolescents studies in child development and work in responsible roles and cross-age relationships with children.

Multi-media materials designed for a one-year course will be available in smaller, discrete units to community, youth and para-professional groups. Materials will adapt for students the most relevant works in applied and theoretical research and cross-cultural literature. Written materials will also suggest activities with children, observation techniques, and community survey and action methods. Film heightening sensitivity to individual patterns of development and to the complexities of human relatioships will be made; films presenting problem-solving situations will serve as resource materials for students in their varying roles of caretaker, researcher and child advocate. For the teacher, suggested activities with the students will be developed in teacher training programs.

Dissemination strategies will establish interaction between schools, parents and such institutions as hospitals and day-care centers so that schools do not become an isolated delivery system. In the second year ten centers will demonstrate program operation in various models of school-community interaction.

Pre and post-tests, open-ended interviews, classroom environment checklists, observation of student-child interactions and in-depth studies of individual and institutional response to the program will evaluate changes in the adolescent's sense of competence, attitude toward nurturant roles, understanding of growing up and family roles, and mastery of concepts and interaction skills; the impact of the program on the communities; the dissemination strategy of demonstration centers; and pedagogical techniques in film.

69. Minneapolis, Minnesota

TEACHER AIDE PROJECT

This study compared the effects of regular and teacher aide assisted classes for 234 kindergarten children. Change in reading and number readiness was assessed.

70. Greenburg, New York

USE OF INSTRUCTIONAL AIDE

Performance of second grade classes with an aide was compared with similar classes of the previous school year when no aides were present. Metropolitan Achievement Test scores were used to evaluate the effect of aides.

71.
Ford
Foundation,
ESEA,
OEO

DETROIT GREAT CITIES SCHOOL IMPROVEMENT PROJECT

In this project the schools used paraprofessionals to work as teacher aides, staff aides, clerical and material aides, student assistants, and school-community assistants. The school-community assistant had as some of her duties acting as a liaison between school and community, following up adult and youth participation, staying informed about community services and relating these to school needs. The paraprofessionals were hired, in most cases, from the local school community by committees formed from local school and community members. No particular level of academic achievement was required.

72. USING OLDER CHILDREN AS TUTORS, MOBILIZATION FOR YOUTH

Older children, who themselves were poor students, tutored younger children with reading difficulties for a period of five months. Change in reading performance of the tutors and those tutored was assessed.

73. Houston, Texas

TEENS FOR TOTS

The rationale behind this program is the belief that teenagers working with young children can learn how to become good parents. A course will be set up in the high school and the teens will work in two community centers.

74. Brookline, Massachusetts

TEENS FOR TOTS

This program was initiated by a local high school student. The program serves white, black, and Chinese three- to seven-year olds from three housing projects. Two buses and a location for the project were provided by the housing authority. In the program the young children do "what they want" and the teenagers assist.

75.
Ford
Foundation,
OEO,
ESEA

PITTSBURGH PUBLIC SCHOOLS

Primary grades. The aide was introduced into 20 primary grade classrooms in Pittsburgh. The effort has been extended to include some men serving as driver aides in three mobile speech and hearing units. The school community agent, a professional social worker, serves as a middleman between the principal and the community.

Preprimary program. Preschool aides, as many as four or five in a classroom, who were residents of the disadvantaged area, conducted some supervision of play, storytelling and chores. One day a week was set aside for group parent meetings in which all younger siblings came to school and the parents worked with their own children.

76. OAKLAND PUBLIC SCHOOLS

1964

In 1964, the Oakland Public Schools sought support from the Ford Foundation for an interagency project to run for two years in three schools for children aged three years nine months to four years nine months. Each classroom of 20 children had six parents employed as parent aides divided so that at any one time there were a teacher and three parent aides for each group of 20 children. High school graduation, interest, good physical and mental health were requirements for employment. The aides were trained for a two-week period prior to school and on a continuing basis throughout the school year. Their duties were essentially nonprofessional, but did include working with individuals in small groups during activity periods and helping the children in group living.

There was a parent education program which included an effort to encourage the parents to buy simple books and read to their children, to get the child to the library, to talk to the child and get him aware of the importance of words, to take trips with him, and to improve speech and writing as well as physical development. These aims were encouraged but no direct skills were taught. Parents were involved through open house, parent teas, materials sent home, home visits, and informal contacts. The stress in this preschool program was on speech and language development, cognitive growth, and personality development. The evaluation plan described in the proposal included measurements of children but not of parents.

In the fall of 1964, the project developed a role called "school-community worker" and two such workers were employed in that school year. They were both certified counselors with extensive experience. In the elementary school, about 50% of the worker's time was spent on activities related to school behavior and/or academic progress of individual students. Approximately another quarter of her time was spent on activities related to relationships between school and groups of parents.

1966-67.

Under the Unruh Act (Oakland Public Schools Assembly bill 1331, 1968), the Oakland schools carried on a preschool program in the 1966-67 year which to some degree was seen as an enlargement of the previous project. Parental involvement was sought through monthly parent meetings in which such topics as nutrition and child growth and development were discussed. Parents were encouraged to volunteer as aides, employed as teacher and community aides, and also published a newsletter. Social workers were used to seek increased attendance and parent participation. The attendance-community worker was encouraged to provide experiences for the parents in the home such as by demonstrating materials, sharing slides, and guiding parents through educational experiences other than the preschool program. Adult education classes were conducted twice a month and in each school a parent was recommended for attendance at a parent-leaders group. This group did not have an advisory role, but was designed specifically to develop the leadership potential of parents. The activities in that group, for example, consisted of training in group dynamics, planning adult education classes, and receiving information in early childhood education.

As a part of the ESEA compensatory education program in 1966-67, 329 parents were employed as teacher aides at all grade levels. In the elementary schools, after a period of inservice training, aides provided assistance in classrooms from kindergarten through sixth grade. Aides were involved in the following as aide duties: supervising individual and small group activities, preparing materials, using ditto machines and other equipment, accompanying students on tours, acting as a liaison between school and community. The aides were also expected to encourage students to communicate orally and to guide students through example redirection and speech.

1969-70, Preschool Program

811 children, ages three and four were enrolled. About 80 percent of parents were welfare recipients; the remaining 20 percent were identified as low-income.

Children attended either a morning session or an afternoon session, 3-3/4 hours per day, five days per week at one of 15 sites. Program staff included director, teacher on special assignment, evaluator, teachers, teacher aides (members of the communities), parent volunteers, school-community workers, and testers. Teachers were assigned seven hours each week to plan and to implement school site parent education and parent involvement activities. Parents of each class elected PAC representatives. The representatives met monthly with the Director and the teacher on special assignment. One of the important outcomes of these meetings was the development of a list of preschool objectives which parents felt should be emphasized. This list became a resource for the parent involvement aspect of the Inservice Education Program.

All parents were invited to volunteer as instructional aides in the classrooms. Teachers and community aides made home visits to plan and to implement parent education and parent involvement activities. Parents were encouraged to complete a variety of home tasks with their children.

Contacts between social workers and teachers were made when a family had special needs. Monthly parent education programs included films on early childhood education, instruction in the use of classroom audio-visual equipment, explanation of various aspects of the Instructional Program in which the parents would be involved when they assisted in the classroom, demonstrations of making inexpensive toys, a "Negro History Week" meeting featuring soul food, Negro literature and art, and the May Culminating Activity meeting which included displays and demonstrations at each center on what the children had learned during the year. There were also more than 65 school site workshops where parents made inexpensive holiday decorations, toys, etc.

In the evaluation of the effectiveness of the parent program, 73 parents were interviewed; staff completed a questionnaire.

77.
OCD,
NIMH,
Model
Cities

Kagan, Marion G.

INFANT SATELLITE COMPONENT

Infant day care homes will be established to provide emotionally secure and cognitively stimulating environments. Homes will be staffed by low-income surrogate mothers who will be trained in child care and assisted by high school students.

The program will include evaluation of:

- Selection criteria for surrogate mothers, using demographic data and the Edwards Personal Preference Schedule.
- The training program for the surrogate mothers.
- The channels of communication developed between the natural parents and the surrogate mother.
- How the natural mother regards the services offered and how she and other members of the natural family use them, by means of semi-structured interviews with the natural mothers.
- Ratings by supervisors on surrogate homes.
- Development of the infants in the program, of infants remaining at home with the natural mother, and of infants in informal child care facilities with untrained child care workers, such as by regular pediatric evaluation, use of the Bayley Scale of Infant Development, and time-sample tapes of the children's verbal output.

78. BEPD Hammes, Roseanne

CERTIFICATE PROGRAM FOR PREPARING INSTRUCTIONAL AND CLERICAL AIDES

The project envisions the preparation and training of para-professional instructional and clerical aides in a one-year community college Certificate program, with alternative course availabilities which allow participant continuance and transfer into a Baccalaureate program. Participant recruitment emphasis will be toward persons indigent to the background of disadvantaged children in the area.

Approximately 60% of participants' regularly-scheduled time will be devoted to formal course work in the areas of communications skills, psychology, educational psychology, health, mathematics, personal development, and typing. Approximately 40% of participants' time will be devoted to seminars and laboratories for such areas as school administration, classroom procedures, and the development of skills in operating instructional equipment, plus a major portion of such time (average, 9 hours per week) being given to in-classroom practicum experience at public schools or child development centers as side-trainees.

Where a participant, or participants evidence some general educational deficiencies that would tend to materially handicap progress in the project and subsequent vocational effectiveness, participants will be afforded special foundational or remedial instruction.

79. BEPD Schermoly, Geraldine

PENN VALLEY DAY CARE PROJECT

The Penn Valley Day Care Project is designed to train low-income residents of the Model Cities areas of Kansas City, Missouri in Day Care Center operation and management. The program is so designed as to allow maximum flexibility to such residents in enrollment and entrance requirements, drop in, drop out course sequences without loss of credit or standing, coordinated education and career progression, transferability of credit in the event of changes in vocational interests or change in residence, job placement upon completion of any block of training, and offers upon completion of the entire program an Associate of Arts degree in Nursery School Operation and Management.

80. BEPD Smith, Carl

PRE-PROFESSIONAL DAY CARE TRAINING INSTITUTE

The project is designed to help low income mothers develop an area of competence so that they will be able to find meaningful employment. The Institute will provide selected mothers with a unique educational experience using a social system model (their family, their classroom, their child care center, and their larger community) for the purpose of developing their individual competence as workers in existing child care centers and those projected in the immediate future. The content of the trainees' verbalization (logs, tapes, self-description, courses) and interactions will be analyzed. Progress reports will be available that will reflect change in individual and group ongoing social systems.

81. BEPD Blackwell, Audrey

A PROGRAM TO PROVIDE FOR COORDINATION OF TRAINING OF WORKERS IN EARLY CHILDHOOD EDUCATION

This is a three year program for training personnel in early childhood education and for coordination and development of training resources in Metropolitan Denver. The first year program will: 1) train 40 persons to provide quality care for children in family or group day care homes and train 10 persons in teaching and supervisory skills, 2) produce a coordinated plan for training workers in early childhood education in Metropolitan Denver, 3) develop additional and more effective training through innovative use of existing resources, and 4) develop a career ladder for early childhood workers and offer career direction to low income persons. Evaluation is built into the training project.

82. BEPD Kosoloski, John

STATE INTERAGENCY 4-C MANPOWER TRAINING PROJECT

The purpose of this proposal is to determine how much and what kinds of training are needed by entry personnel, paraprofessionals, professionals and supervisors to serve in Day Care and Education Centers in rural and urban areas of Pennsylvania. The proposal is conceptualized as a two-pilot program -- a rural pilot and an urban pilot.

The general program design is based on four assumptions. First, that pilot programs have state-wide application. Secondly, that a model career ladder, open at the entry level and moving to supervisor, is important. Thirdly, that movement along this carrer ladder should provide for horizontal as well as vertical movement between preschool centers run by different agencies. Fourth, that pilot programs include appropriate training for personnel equipped to deal with children from 18 months to plus 5 years of age.

In both pilots, training is at fourlevels; entry personnel, paraprofessionals, professionals and supervisors. Training is divided not only by levels, but also by phases. Phase I, for all levels, is a 30 hour seminar between January and May, 1970 on a college campus. Some observation of, and participation in, actual child care learning will be a part of this initial phase. Each college has a different orientation. One will stress social learning, one will stress cognitive learnings, and one will stress child development.

83. BEPD Rivera, Emilio

INTERPERSONAL DYNAMICS IN THE EARLY CHILDHOOD PROGRAM

A course will be provided to early childhood professionals and paraprofessionals in three sites, three times during the year. The course will consist of weekly two and one-half hour sessions for 12 consecutive weeks under the supervision of an experienced leader in human relations workshops. The course will attempt to provide participants with a better understanding of children's emotional, social, and intellectual development through group sensitivity techniques which provide participants with better insight into themselves, how they function emotionally and how they learn intellectually. Recent research in the area of early childhood will be illustrated and discussed. Field experiences, films, and video tapes will be employed as a framework around which group discussions will be based.

84. BEPD Buck, Judith

SHORT-TERM TRAINING INSTITUTE FOR DAY CARE MOTHERS

This program was designed to improve the quality of day care provided for children in day care homes. Training sessions were held for 20 Seattle women who are licensed day care mothers. The training program included a three-day institute followed by three one-day workshops.

85. BEPD Rocks, Lucille

A TWO-YEAR TRAINING PROGRAM FOR CHILD DAY CARE TEACHER ASSOCIATES

This is a two-year program to train Teacher Associates for Child Day Care Centers. The training program is expected to equip people from low income areas with thorough knowledge of Pre-School Child Growth and Development and skill in the proper guidance and care of pre-school children. In the first year fifty trainees will pursue a two-year curriculum totaling 61 semester hours of course work leading to an Associate in Applied Science Degree. Evaluation of the process and outcomes of the training project is included.

86. BEPD Matherne, Allen

CHILD CARE INSTRUCTIONAL PROGRAM

Genesee Community Junior College, in cooperation with the local office of COMPACT and the local Child Care Committee, will conduct an inservice training program for 80 women currently employed in child care centers in Flint and Genesee County.

Objectives of the project are:

- To upgrade standards for child care workers through better training;
- To plan, coordinate and encourage the educational development of child care workers, especially those aides working outside an institutional framework, with low educational backgrounds;
- To encourage a better use of aides in classrooms;
- To develop a better understanding of the role of aides by teachers using their services;
- To offer the educational linkage necessary for the development of educational career ladders in agencies offering child care services.

The operational phase will consist of four six-week classes meeting two hours a week. It is expected that child care agencies in the area will send a total of 20 students to each of the four classes.

Attempt will be made to encourage aides to continue their educational development to the college-level one- or two-year certificate level and the B.A. degree.

They are developing goals as they work with the trainees. Every four month- they send us their measurable behavioral objectives for that next quarter.

87.

DARCEE -- DEMONSTRATION AND RESEARCH CENTER FOR EARLY EDUCATION: OVERVIEW OF PROGRAMS

Nashville, Tennessee

DARCEE has three interrelated functions of research, training and demonstration, all of which focus on improving the young, deprived child's ability to be educated. The samples are low income parents and children, both rural and urban, as well as middle-class comparison groups. The National Laboratory on Early Childhood Education provides support for research at DARCEE and OEO, through Project Head Start, provides support for training. The main emphases of the projects are (1) intervention studies, (2) ecological studies, and (3) studies of individual characteristics. All projects are supported by dissemination and training activities.

Intervention. These studies have been concerned with evaluations, over time, of children, parents, and people closely related to the families. The major concerns of these intervention programs have been the acquisition of aptitude variables and attitudinal factors for both the child and the mother. For the child, the aptitudes relate to the achievement of cognitive skills, perceptual discrimination, increased attention span and language. The attitudes (affective-motivational) in the child which are of interest relate to achievement as achievement motivation, persistence, identification with achieving role model, development of independant and motivation systems which are internalized. In the mother, the interest has been in aiding her to become a more effective educational change agent for her child. This includes the mother's general ability to plan and organize her life, to become an effective teacher of her child and to be aware of the steps necessary to aid her child in being successful in school. Another emphasis is on using nonprofessionals (mothers) previously trained at DARCEE to train new mothers as paraprofessionals in a Mother Home Visitor program. Horizontal and vertical diffusion effects have been studied in many of their programs.

Supportive activities. Included in this area are dissemination and coordination of information, curriculum, and materials which are developed in DARCEE projects. In addition, the supportive activities include training programs. Head Start Institutes and Materials Workshops have been held as short-term training sessions in certain areas of the DARCEE model.

88. BEPD Shepler, Warren

IMPLEMENT A SUPERVISORY TEACHER TRAINING MODEL FOR FOLLOW THROUGH SCHOOLS

The purpose of the program is to train supervisory personnel and teachers in Project Follow Through. The program comprises two basic components: (1) Training of supervisory personnel and selected teaching staff at the Learning Research and Development Center. (2) Consultation and training of the supervisory and teaching staff at the local school level. By extending these two activities throughout the school year, we will be able to individualize the training program for the staff based upon their emergent needs in implementing the Follow Through model. Major emphasis will be given to the training of the supervisory personnel so that ultimately they will be able to carry on their own program independent of the resources of LRDC. The training program can be developed in an ongoing school environment throughout a school year than in a brief summer workshop. Through the program 91 teachers, 56 Aides and 13 teacher trainers will be trained.

89. BEPD Stanford, E.S.

ETHNO-LINGUISTIC FOLLOW THROUGH PERSONNEL

This training of 100 administrators, teachers, instructional aides and parent volunteers will take place at the Center for Inner City Studies during the summer of 1970. Follow-up workshops for these same participants will occur in the local communities during the 1970 school year.

The formal summer program for paraprofessionals and parent volunteers involves three courses taught by CICS Follow Through staff which will meet for ten hours per week for six weeks. These trainees will obtain practicum experience in the same six Chicago public schools or work with community aides in an assessment of local community services.

The specific methodology used in this training program is called Ethno-Linguistic Approach. Techniques are used in furthering the language development of those children who enter school expressing their knowledge in dialects representative of their own ethnic communities.

The approach emphasizes the use of aural-oral training before reading and writing. The teacher must become familiar with the history and the culture of the ethnic groups of the children with which she will work. She must become comfortable in receiving the language that the child gives. She must develop lessons:

(1) to help children develop language which can be appropriate for usage within and without the community and
(2) to help children develop the language that is the tool enabling them to express all learning related to the concepts taught or explored in the school situation.

90. BEPD Breivogel, W.F.

INSTITUTE FOR TRAINING FOLLOW THROUGH PERSONNEL IN PARENT PARTICIPATION AND EDUCATION

The proposed summer workshops are planned as a third step in at least a five year relationship between eleven Follow Through communities and University of Florida. Each of these communities will use the Florida Parent Education Follow Through Model approach as its major innovation in its Follow Through Program. The participants will be coordinator-teacher-parent educator and principal teams from the Follow Through communities. Fifty-two teacher trainers, 99 teachers and 99 aides will be trained.

91. BEPD Weikart, David

TRAINING PROGRAM FOR THE COGNITIVELY ORIENTED YPSILANTI FOLLOW THROUGH MODEL

This program will train 120 teachers, 120 aides and 17 teacher trainers to implement the cognitively oriented Ypsilanti Follow Through Model. Teaching personnel at all levels will be trained to be creative participants in curriculum development and curriculum extension.

92. BEPD Johnson, Edward E.

PROJECT FOR TRAINING FOLLOW THROUGH PERSONNEL

This project is designed to train personnel to implement the Home-School Partnership Follow Through Model. Twenty-six teacher trainers, 17 teachers, 41 aides, and 16 other personnel will take part in a one-week summer training session at Southern University and during the academic year will be visited at their schools by University staff for inservice training.

93. OCD Keister, Mary E.

GROUP CARE OF INFANTS - PHASE II

The major objectives of the project include: 1) the production of interpretive materials for the communications media that define/describe quality programs for infants and toddlers; 2) the production of educational materials for paraprofessionals receiving training in care-giving for infants and toddlers; and 3) the evaluation of the development of infants in group care in relation to a comparison group in day care homes.

94. Los Angeles, California

TRAINING AFDC MOTHERS AS DAY CARE AIDES

AFDC mothers were trained to be day care aides. Training included supervised on-the-job practice, parent education, case work counseling, and general educational development. The mothers involved in the training program, as well as a matched control group, were involved in the program assessment. Tests administered included pre- and post-tests of self-concept, alienation, anxiety, and attitudes towards child-rearing. Interviews which included obtaining the trainees' evaluation of the program were also conducted.

95. OASPE Cunningham, Short, Berryman and Associates, Inc.

FEASIBILITY OF AFDC MOTHERS STAFFING FAMILY DAY CARE FACILITIES

This project will gather all available published material and data on family day care and other types of child care. The data will then be analyzed and aggregated to the extent that it influences family day care. Additional data will be gathered during visits to five cities. Within the time frame allowable under the contract, cost-effectiveness analyses will be performed to identify the relative advantages and disadvantages of various methods of providing training for AFDC mothers as family day care personnel.

96. OCD Dupree, Grace

PROJECT ACT: ADOLESCENTS IN CHILD TRAINING

Through the study of and involvement with young children, this project is intended to develop in high school students better understanding of human development, to better prepare them for roles as future parents, and to teach skills which will enable them to secure employment in the rapidly expanding child care field. Under the guidance of professional teachers of child development, kindergarten programs, established in each of two Little Rock public high schools, will provide a laboratory in which adolescents observe, study, and work directly with young children. There are three major aspects of this project: a) to provide a program of supervised and directed observation in kindergarten classrooms for high school students who elect the course "Adult Living," in addition to 18 weeks of classwork in the study of human development and the family, with special emphasis on child development; b) to develop a diversified occupation program in child care which will permit students enrolled in the regular high school academic program for one half of each school day to receive gainful employment and on-the-job training in a model child care program; and c) to establish two full-day kindergarten programs consisting of an organized balance of teacher-initiated and child-initiated activities in communities where day care is much needed.

Included within the scope of this project is a separate provision for the evaluation of the three adolescent-child programs initiated this year; Little Rock, Chicago, and San Antonio. The overall evaluation design is capable of comparison across programs and yet flexible enough to reflect the impact of individual program objectives. Several features of the evaluation plan are directed to this end. They include: 1) locally selected control groups; 2) locally devised evaluation instruments; 3) a common core of evaluation instruments; and 4) cross-group assessments by local and outside evaluation teams. Specific provisions of the evaluation are: pre- and post-testing of adolescents on knowledge in the areas of child development and human psychology, educational attitude scale. To permit closer understanding of the nature of evaluation as well as to provide the opportunities to focus on specific developmental processes in the young child, the teenagers will be intensively involved in the evaluation of the pre-school children. In addition, the evaluation design will provide a record of the behavior and interaction of adolescents and young children in the learning environment, several naturalistic observations will be conducted at each site at about the midpoint in the program, and may be expected to yield both description and analysis of the program in operation.

97. OE/NCERD Wetzel, R.J.

DEVELOPMENT AND EVALUATION OF NEW INSTRUCTIONAL AND ANCILLARY PERSONNEL ROLES IN EARLY CHILDHOOD EDUCATION (ABBREV)

The purpose of this program is to enhance the competencies of classroom teachers and develop techniques based on research findings which incorporate such instructional personnel resources as parents, peers, and paraprofessionals into the educational enterprise. Activities are (1) the development of new classroom personnel (aides, preschool teachers) into classroom managers and curriculum implementers, (2) the development of teachers into consultants and program disseminators, and (3) the training of parents as instructional helpers. It is expected that through the examination and clarification of goals with children, the development of behavior management skills, and the planning of the retraining program, a Manual for Trainers of New Classroom Personnel, instructive materials for parents and aides and an analysis of training techniques and their evaluation will be originated. Methodology will focus on trainer-trainee interaction, correcting trainee behavior, discussion techniques, etc. Among evaluation procedures will be pre- and post-training attitude surveys and pre- and post-video tapes, as well as Target-Incentive-Action measures.

ED 048 945

98. Champagne, David and Goldman, Richard

STIMULATION ACTIVITIES FOR TRAINING PARENTS AND TEACHERS AS EDUCATIONAL PARTNERS

Parents were trained to develop a positive reinforcement teaching style. Role-playing simulation in small groups was the basic strategy for both the teachers' learning to teach parents and for parents learning to teach their children. Teachers were trained for three days on how to teach the parents. Each of the teachers trained three to five parents for two and one-hlaf days. Next, the parents, under direct supervision of the professional teachers, taught kindergarten age children in a month-long Head Start summer program. In-service training for the parents consisted of daily group seminars and individual conferences with the teacher. Evaluations of the program were conducted utilizing analysis of audio-taped smaples of parents' teaching, written observations of parents' and teachers' training, and daily logs and interviews with teachers and supervisors.

99.OE Rubow, Carol

THE EFFECTIVENESS OF THREE TRAINING METHODS FOR TEACHER AIDES WORKING IN PRESCHOOL CLASSROOMS

This study was designed to measure the effectiveness of three approaches to in-service training of teacher aides. Conducted over a 12-week period, this study involved 32 teacher aides working in one of eight Head Start centers. Eight teacher aides were randomly assigned by center to each of the three experimental groups and to the control group.

The experimental treatment groups consisted of the lecture discussion, participation, and the eclectic group. The lecture discussion method consisted of a weekly two-hour session involving the use of lectures, discussions, and audio-visual aids in an adult education classroom setting. In the participation method, the trainer weekly participated with the children and aides in the classroom for an hour, doing some demonstration teaching and observing activities the aides had prepared for the children. Following the classroom session, the trainer met with the aides to discuss the activities which had taken place during the classroom session and plan the follow-through to build upon these activities. In the participation method the aides were also required to prepare classroom lesson plans. The eclectic method included a combination of the lecture discussion and the participation methods.

Three evaluation instruments were used with the three experimental and the control group. The semantic differential instrument was designed to measure change in attitude toward children, school activities, and self. The rater observation scale was used to measure the amount and kind of interaction between the aide and the children. Observations of the aides were made at four intervals and were also conducted once on the teachers whose aides were participants in the study. The objective test was designed to assess knowledge in the areas of preschool curriculum, classroom organization, and child development.

100. Boger, Robert P. and others

PARENTS AS PRIMARY CHANGE AGENTS IN AN EXPERIMENTAL HEAD START PROGRAM OF LANGUAGE INTERVENTION

The purpose of this study was to determine the effectiveness of parents as change agents in an ongoing Head Start program. Subjects were 72 rural white disadvantaged and advantaged children and their parents who were assigned to three treatment groups: developmental language, structured language and placebo (workshop). Mothers met in 12 weekly 2-hour instructional sessions with teachers, using specific materials developed in teacher-directed workshops. (These materials were not used in the Head Start program during the experimental period. Pre-and post-tests on a variety of measuring instruments evaluated children's intellectual, linguistic and self concept performance. Also evaluated was the quality of mother-child interaction and the mother's storytelling ability. Results of the study support the major hypotheses which predicted improvement in language performance, intellectual performance, self concept development, and mother-child interaction, as a result of a differentiated parent education language program. No program approach was clearly superior but mothers in the specific content oriented intervention program increased their own verbal and linguistic skills as well as the quality of interaction with their children. Children whose parents work with them appear to have a learning advantage. Appendixes comprise more than 1/3 of the document.

101. OEO Sprigle, Herbert

A SEQUENTIAL APPROACH TO EARLY CHILDHOOD AND ELEMENTARY EDUCATION

The program is developed on the premise that the primary objective of early childhood education is to help the child learn to learn. Thirty 4-year-old (4E) and 28 five-year-old (5E) disadvantaged children will make up the experimental group who will be exposed to the Learning to Learn program. Each group will have a matched control group. The control group of four-year-old children (4C) will not participate in a preschool program for first year of the project but will enter traditional kindergarten classes in the second year of the project. The control group of five-year-old (5C) will receive the traditional Title I kindergarten program in the Jacksonville area. An additional group of 28 five-year-olds (5E2) will be exposed to one year of the experimental preschool program in a kindergarten within a Title I program of Jacksonville.

At the end of the nine-month program the two experimental groups will be developmentally superior to the control groups as measured by a wide variety of developmental measures. The parents of the experimental children will be taught specific methods, techniques, and activities to be used at home to develop the learning process of their children.

102. Swift, Marshall

LANGUAGE STYLE OF THE LOWER CLASS MOTHER: A PRELIMINARY STUDY OF A THERAPEUTIC TECHNIQUE

While the concept of parent involvement is stressed by almost all programs for preschool children, there is little evidence of parent-focused programs specifically designed to overcome the deficits of the lower class parent. It was the purpose of the present study to develop a program to enhance the funcitoning of the lower class mother in language style. The lower class mother needs activities designed specifically to increase her confidence and her ability to affect the growth and learning of her child in a socially valued manner. Seven lower class mothers of North Philadelphia were introduced to a program in which they learned to tell stories to their children. In cooperation with the Get Set program, mothers and their preschool children attended sessions in which an attempt was made (by engaging the participation of the mothers in reading and storytelling) to increase the quantity and quality of the mothers' verbalizations and to help the mothers to encourage their children to do so. High-interest preschool-level books were used. The language abilities of the mothers and children were measured by a battery of tests. The mothers showed a good deal of interest in the program; and although they were quite limited in education, they clearly increased their language abilities in several respects.

103.
NIMH

Swander, Constance

A PRESCHOOL PROGRAM FOR SPANISH-SPEAKING CHILDREN

The purpose of this project is to establish a preschool program for teaching English to Spanish-speaking children, while preserving and reinforcing their use of Spanish. The program is also designed to increase the children's ability to learn, and to encourage parents' interest in their children's education. Subjects are Spanish-speaking children, aged three to six, and their parents.

The children spend three hours each day in the classroom shere they are taught basic English. Daily songs, conversations, and stories in Spanish are designed to improve the children's sensory awareness, reasoning ability, and creativity. Psychological and achievement tests are administered periodically to measure each child's progress.

104. BEH

RESPONSIVE ENVIRONMENT PROJECT FOR SPANISH-AMERICAN CHILDREN

Development of a responsive environment preschool program for enhancing the cognitive development of high risk, Spanish-American children.

105. OEO Hindsman, Edwin

DEMONSTRATION OF EARLY CHILDHOOD EDUCATION FOR MIGRANT CHILDREN

The effectiveness of a bilingual program in early childhood education for three-, four-, and five-year-old migrant Mexican-American children will be demonstrated. There will be a continuation of curriculum and staff development activities for three- and four-year-old children. This will include initial design of new instructional materials and staff development models as well as refinement of those materials and training models under development for use with five-year-old children also. The effective involvement of parents in the educational experiences of their children will be continued. Ninety 3-, 4-, and 5-year-old migrant Spanish-American children will be enrolled in a bilingual pilot program in early childhood education which will focus on the cognitive and affective needs of the children. The parents of these 90 children will also be involved in an educational program which will encourage parental cooperation in the education of their children and instruct the parents in the use of learning materials and structured experiences so they can teach their own children in the home up to age three and cooperatively with the nursery school-kindergarten from age three to six.

106. OE/BESE Radin, Norma

PIAGET, SKINNER, AND AN INTENSIVE PRESCHOOL PROGRAM FOR LOWER CLASS CHILDREN AND THEIR MOTHERS. Ypsilanti Public Schools, Mich.

In an early education program, 100 disadvantaged 4-year-olds (50 Negroes and 50 whites) attend classes one-half day, four days a week, from October through June. A teacher visits each child's home every other week to conduct a tutorial session lasting 1 1/2 hours. Three objectives of the program are (1) to develop a preschool curriculum based on Piaget's theory of sequential development of intelligence, (2) to develop a model of curriculum innovation in a school system utilizing a theorist, a diffuser, and a teacher, and (3) to develop a group parent education program. Goals of the preschool curriculum are (1) to facilitate the movement of the children from the sensory-motor period to the pre-operational period and (2) to help children move from the concrete to the symbolic level. The theorist derives specific goals from the abstract theory, which serves as the foundation for the program. The master teacher (diffuser) translates these goals into specific teaching activities and works with the classroom teacher (chosen for her interest in a new curriculum and her willingness to try unorthodox approaches), who provides feedback relevant to the effectiveness of the curriculum. In a pilot program in 1968, involving 20 children, the mean gain on the Stanford-Binet Intelligence Scale was 13.7 points.

107. Radin, Norma.

THREE DEGREES OF PARENT INVOLVEMENT IN A PRESCHOOL PROGRAM: IMPACT ON MOTHERS AND CHILDREN.

To determine the effect of different amounts of parental involvement, 80 4-year-old children from lower class homes, enrolled in a compensatory preschool program (class for one-half day, four days per week for a full year) were divided into three groups. Group I received supplementary bi-weekly tutoring from teachers with no parental involvement. Group II was tutored but in the presence of their mothers who became involved. Group III was offered the same tutoring as Group II, and mothers participated in small group discussions about childrearing. The Stanford-Binet and the Peabody Picture Vocabulary Test (PPVT) were given as pretests and posttests to all children. A revised version of the Pupil Behavior Inventory was completed by teachers and two standardized questionnaires were completed by mothers to tap attitudes toward childrearing and cognitive stimulation in the home. No significant differences were found between groups in IQ gain on either the Stanford-Binet or the PPVT, although all groups gained significantly. Significant differences did emerge on factors of parental measures, but not on the teacher rating form. Desirable changes in maternal attitudes were found in the mothers who had been offered opportunity for maximum participation.

108. OEO

BELLE HAVEN PRESCHOOL PROJECT, Mental Research Institute, Palo Alto, California

For school years 1966-67 and 67-68 a preschool program with two degrees of parent participation was operated by the California State Department of Education. Children were involved in a preschool program while two groups of parents, 25 each, were provided intensive and minimal involvement experiences in a parent education program. Both groups of parents were visited at home by staff. In the intensive involvement group, mothers participate in preschool programs weekly. In the minimal involvement, mothers participated monthly.

109. OEO Schiefelbusch, R. L.

JUNIPER GARDENS PARENT COOPERATIVE NURSERY DEMONSTRATION PROGRAM

The main objectives of this program are: 1) to teach mothers to maintain a high rate of social attention and approval for behavior which they want to strengthen in their children; 2) to teach skills in creatively handling of variety of educational materials and situations; 3) to teach mothers to take an effective role in the education of their children. This experimental program demonstrates the applicability of learning theory principles to a training program for parents and their children in Head Start type classes.

Thirty mothers and their preschool children from the Juniper Gardens district, the most economically deprived area of Kansas City, Kansas will be enrolled in the program. The children will participate in a preschool intervention program to accelerate language acquisition and pre-academic skills and skills which will improve their competitive position in public school such as beginning reading and writing. The mothers will be trained to use praise and other social reinforcers and to skillfully present materials in teaching the children. They will also be trained in group management of the children during the free-activity portions of the cooperative preschool.

110. Garcia, Angela

TRAINING PARENTS TO DEVELOP QUESTIONING CHILDREN

A training program for 30 low-income, Mexican-American mothers to encourage their children to ask more questions. In five formal sessions mothers are trained to count and record her child's questions during the interaction sessions with her child. Mothers trained to use praise to reinforce her child's question-asking during these sessions. Based on "mother-child" interaction model taught by trainer, mothers asked to work at home with her child for two 10-minute sessions.

111. NIMH Barnard, Douglas P.

THE EFFECT OF INCENTIVES ON READING SKILLS

This project involves a short-term study on the efficacy of incentives in a parent-child-centered program designed to promote the development of reading skills of Mexican-American, Negro, and Indian children in the Mesa, Arizona, area. The study focuses upon 60 Head Start children and parents. The research plan involves an eight week parent-child centered training approach exposing the minority parents and children to three variations of incentive treatment. In one class, both parents and children will receive incentives. The second class will involve incentives for the children but not the parents. In the third classroom, neither the parents nor the children will receive incentives. Student incentives will be candy, food, and small toys. Parent incentives will be determined by a questionnaire. Teachers, paraprofessionals, and parents from the community will be trained in topics ranging from hygiene to sensory motor reading skills and all classrooms will contain creative play areas with procedures designed to develop reading skills.

112. OCD Howard University

A GROUP DAY CARE PROGRAM FOR CULTURALLY DEPRIVED CHILDREN AND PARENTS

Study was initiated in 1964 to counteract the cumulative retardation in school achievement. Sample consisted of 30 children recruited at age three from a very low-income area populated almost exclusively by Negroes, and selected randomly from a "pool" obtained by a house to house canvass. A similarly selected comparison group of 66 children were included. Children were tested at intake in 1964, annually through 1969, and again in 1971. Parent activities included classes, social activities, home visits by social worker, and observation in classrooms.

113. OCD Keister, Mary Elizabeth

GROUP CARE OF INFANTS

Day care program provided for 22 babies and toddlers of mixed ethnic and SES. Children accepted ranged in age from two months to three years. Parent contacts were made at the arrival and departure of the children. Parents had access to the daily care sheets kept on the children. Special conferences between staff and parents were held at the request of parents or staff. Social worker provided services to those parents needing this service.

114.
BEn Deutsch, Cynthia

This project is attempting to compare academic and linguistic performance of children in the primary grades having had a preschool enrichment program and others not having such experience. These data are being assessed to better describe cognitive deficits, examine the effectivemess of the enrichment program, and determine the validity of several instruments for identifying enrichment program goals.

Children involved in this study were Negro children from lower socio-economic level homes who demonstrated cognitive defects. The experimental enrichment program was administered to 40 children from prekindergarten through 3rd grade, and a control group of 36 children was followed for the same period. All direct work with children was completed prior to 1970-71.

115. THE NEW YORK STATE EXPERIMENTAL PREKINDERGARTEN PROGRAM.

This fourth year report summarizes the services rendered during 1969-1970 by the New York State Experimental Prekindergarten Program and includes a partial evaluation of the accomplishments of the program as compared to its stated goals. The report is based on questionnaire responses by 49 of the 50 programs, including New York City. Because of its complexity, the New York City data is presented in a separate section. Seven demonstration centers for inservice education are included in the 50 programs. Answers to the survey questionnaire provide anecdotal records, statistical data, and subjective descriptions of techniques used to achieve goals. Topics covered are: recruitment and selection of children; planning and programming in the classroom; parent involvement; evidence of growth and development; and planning for continuing goals in kindergarten and primary programs.

116. A REPORT ON THE 1967-68 PROGRAM FOR PRESCHOOL CHILDREN AND THEIR PARENTS.

Sacramento City Unified School District, Calif.

Some of the general objectives of this compensatory program were to provide educational experiences and to assess the needs of the children and their parents. During the 1967-1968 school year it comprised 23 classes situated in 14 schools and was designed to serve up to 405 pupils and 345 parents. The classes were financed by California State and U.S. Government funds. The programs for the children were basic preschool programs stressing language development, experience building, and readiness activities. The programs for the parents stressed child growth and development, nutrition, health, preschool education, and the nature, availability, and use of community resources. Each class employed a work experience aide and a teacher aide from the neighborhood. Data were collected from a kindergarten teacher assessment of pupil readiness and the effects of compensatory programs on incoming kindergarten pupils. The Caldwell Preschool Inventory and the Slosson Intelligence Test were administered to 100 pupils in the fall and to 77 available for retesting in the spring. A field trip program report, parent questionnaire, teacher questionnaire, and reports from the staff members completed the data available. About half of this report is a detailed account of the "findings," but no general conclusions are listed.

117. O'Piela, Joan

EVALUATION OF THE PRESCHOOL CHILD AND PARENT EDUCATION PROJECT AS EXPANDED THROUGH THE USE OF ELEMENTARY AND SECONDARY EDUCATION ACT, TITLE I. FUNDS.

OE/BESE

A project to evaluate the effectiveness of 14 preschool centers in combining the services of family, community, and professional resources in a program to increase children's school readiness and potential for academic success involved eight hundred 3- and 4-year-olds and their parents. Meetings were held to teach parents to reinforce children's school experience and to strengthen the adults' own self-concepts. Inservice teacher workshops were also held. A language program pilot study was conducted in eight of the centers. Data were collected by means of a questionnaire filled out by preschool staff personnel, an experimental test battery administered to a sample of the preschoolers, teacher reports on reports on parent meetings, the children's medical service records, and other test results. A significant result was that at almost all age levels, the preschool sample exceeded the norms means gains of a former pilot study group in language achievement. The results suggest that the preschool center program be continued with emphasis on a multisensory approach to curriculum and language functioning, that staff inservice workshops be continued, and that parent education meetings stress curriculum and program activities which the children were experiencing. An indepth study to develop the best mode of presentation for special language classes should be supported. Ten tables are included.

118. Stern, Carolyn, et al.

INCREASING THE EFFECTIVENESS OF PARENTS-AS-TEACHERS

This study involved the use of group process techniques in meetings at which parents and teachers were encouraged to express their feelings, frustrations, needs and expectations. The two hypotheses tested were: (1) parents participating in the encounters will evidence more direct concern for their children's preschool education and such meetings; and (2) that the children of parents participating will score higher on tests of language performance and information acquisition than children of parents not attending. The study included two Head Start classes involving 30 black, Mexican-American, and Anglo children. The children were pretested and posttested with the Peabody Picture Vocabulary Test, Caldwell Preschool Inventory and Situational Tests of Competence (mid-measure). Parents were tested with Parents Expectations for Achievement of Children in Head Start (PEACH), Parents Attitudes Toward Head Start (PATHS), and the "How I Feel" measure of alienation. Demographic data was also collected and parents and teachers completed the Situation Test of Competence as they expected the child to respond. Results of the study showed that only the second hypothesis tested was supported.

119. Lazar, Irving, et al.

A NATIONAL STUDY OF THE PARENT-CHILD CENTER PROGRAM

This research report is a description and analysis of the development and status of the first year of operation of the Parent-Child Center (PCC) program within Project Head Start. The perspective of the report is national, individual centers being regarded as illustrative examples of the national program. Because of the early stage of development and complexity of PCC activities, little attention is focused on outcomes and impacts. The conclusions and recommendations offered in this report must be considered in the context of the evolutionary nature of PCC. Chapter titles include: Organizational Development of the Parent-Child Centers; The Physical Facilities; The Parent-Child Center Staff; The Families Served; Programs for Children; Programs for Parents and Other Family Members; Health Services; Social Services; and Cost Analysis. Six extensive appendixes, 45 tables, 12 graphs, four figures, and a bibliography are provided. A review and summary of the report is available as ED 048 941.

120.

COMMUNITY COOPERATIVE NURSERY SCHOOL, MENLO PARK, CALIFORNIA: A PRESCHOOL PROGRAM INVOLVING MOTHERS AS ORGANIZERS, HELPERS, AND DECISION MAKERS. MODEL PROGRAMS -- CHILDHOOD EDUCATION

This booklet discusses the Community Cooperative Nusery School, a program of preschool education for children from a wide range of socioeconomic levels. The involvement of mothers in the classroom, in special classes, and in decision-making is an integral part of the program. Sources of more detailed information are provided for this program, specifically, and for Model Programs Childhood Education, in general.

121. McInerney, Beatrice L, et al.

PRESCHOOL AND PRIMARY EDUCATION PROJECT.

After 5 years, the projects' three programs were reviewed. The educational program, conducted in three schools, was devised to compensate for behavioral deficits and to reward positive behavior in culturally deprived children, ages 3 to 9. Children were individually assessed and rated by stages of achievement. As a result, all children made significant gains on standardized tests and performed at norms for the population. Teachers noted positive differences in the subjects' behavior. The three parent education programs, aimed at changing parental attitudes and behavior to positively influence their children's educational development, varied in practice. Although no instruments were used to test results, social workers and teachers reported increased involvement by parents. Through workshops, team meetings, and consultant services, a teacher inservice program attempted to help teachers be more effective in working with culturally disadvantaged children. The teachers and program director noted changes in the teachers' behavior and feelings.

122. OCD Meeland

PLANNED VARIATIONS

Explores the impact of various curricula on young children from low income families. Initiated in 1969, the first year design is to provide information about implementation of various preschool curricula in the Head Start classroom. Study has two major objectives: to compare short-term and long-term effects of well defined approaches to early childhood education and to assess the cumulative impact of a continuous, systematically coherent program from the preschool years through the early elementary school years. Sample of 2647 children, 1569 experimental and 1078 controls.

123. OEO Stodolsky, Susan

ANCONA MONTESSORI RESEARCH PROJECT FOR CULTURALLY DISADVANTAGED CHILDREN

The hypotheses to be tested in this project are: 1) A Montessori program will increase the basic cognitive and behavioral skills of disadvantaged children required for educational achievement. 2) Interaction between middle class and disadvantaged children will increase over a year-long-program resulting in an increase in cross-group cooperative play, friendship choices and social acts. 3) Interaction with the middle class children will result in increased linguistic skills in the disadvantaged children. 4) Continuing involvement of the same families in the program will result in "diffusion effects" to the intellectual attainments of older and younger siblings. Thirty-five poor children will be enrolled in the school for one year. Of these, 30 will be enrolled in 6 of Ancona's 10 regular classes for children aged three to six. Of these; fourteen 4- and 5-year-olds will have been at Ancona for one year and 16 will be new -- primarily siblings of children previously or currently enrolled. The remaining five children aged five and six, will enter Ancona's two classes for children aged six to nine.

IQ tests, Piaget tests, sociometric tests, classroom observations, and teachers' ratings will be used to assess personality change among the disadvantaged as compared with the middle-class children.

124.OCD Burroughs, Jeannette

NATIONAL URBAN LEAGUE CHILD CARE DEVELOPMENT CENTER

The National Urban League Child Care Development Center will establish and carry out a demonstration project to test the assumption that the operation of child care services by a community corporation is a viable and valid concept. Objectives of such a project will include:

1) to create a successful prototype of a community corporation operation of day care facilities;
2) to improve the quality and delivery of day care services to inner-city families;
3) to provide inner-city parents with information that will facilitate their conceptual understanding of the goals of day care programs;
4) to facilitate the upward movement of inner-city parents in terms of occupational alternatives;
5) to develop within the child and his parents an awareness of their role in society;
6) to increase the child's perception of himself as a worthwhile and contributing individual;
7) to document and analyze problems and strengths inherent within the community corporation concept of child care services.

In order to meet these objectives, a community corporation, a technical assistance staff, and a day care program staff will work cooperatively with a target population of children from ages 1 to 6 and their parents.

125. OCD Caldwell, Bettye

A SPECIAL FACILITY FOR CHILD DEVELOPMENT AND EDUCATION

Project is a model of the kinds of educational and supportive services to children and families needed to foster optimum development. It includes age-graded educational programs from infancy through sixth grade level; a "community center" type of school for families in a target area; teacher-training program; training program for child care aides; adult education program for nonprofessionals; research program in child development and education; and a comprehensive array of supportive family services, including health, family life education, nutrition, and home management. Current research issues include effects of different types of early intervention on cognitive development between eight and 36 months, strengthening of a language laboratory for three-year-olds, and naturalistic studies of children in a social setting.

126. OEO Sigel, Irving

COMPREHENSIVE INTERVENTION PROGRAM BEGINNING WITH TWO-YEAR-OLDS, BUFFALO, N. Y.

The proposed research is for the creation and development of a comprehensive intervention program beginning with two-year-old underprivileged black children. The major program goals will be to provide: 1) the environmental structure and regularity which is deemed essential for learning; 2) a systematic program of reward to facilitate our acquisition of competence in task approach; 3) activities wherein learning precursors for impulse control and reflectivity are there; where the pay-off is won in delay; 4) under guidance, tutorial sessions and activities which deal with the non-observable, the pretend, the imaginative, to what is in another room, to what is in another place; 5) specific experience which would expose the child to adult models who are verbal and who use language as a means of interaction; 6) supportive parent participation is tutorial programs. A homogenous group of 40 children, 20 boys and 20 girls, selected on the basis of IQ, social status and family structure are the subjects.

127. OE/NCERD

A COMMUNITY CONTROL PROJECT FOR UPGRADING THE EDUCATIONAL PROGRAM OF EDUCATIONALLY DEPRIVED INDIAN CHILDREN

The purpose of this program is to develop a method of presenting a general education curriculum to Indian children in a context germane to their experience. Instrumental to the development of such a method is the involvement of all facets of community life in the education process.

Further, it intends to develop a model of Indians controlling their educational destiny, a unique occurrence in this study. This environment will allow the development of an education system in an atmosphere of cultural synthesis rather than cultural conflict. It will also provide a model for communtiy contorl in a rural area.

128. OCD A PILOT PROJECT TO DEVELOP CURRICULUM MATERIALS ON INDIAN TRIBAL CULTURE (YAKIMAS)

The Center for the Study of Migrant and Indian Education is attempting to establish a curriculum development project where people in the tribes will assist in developing and evaluating cultural material which can be used with young children in day care programs, Head Start, public schools and other educational settings. (Curriculum materials pertinent to Indian culture are practically non-existent in the State of Washington.) The Center is proposing to develop curriculum materials which can be used not only in educational programs in Washington State but elsewhere across the country. Because of a lack of funding, the Center has been unable to meet the thousands of requests for materials which can be used at all grade levels - materials which include visual and audio instructional aids to enhance the learning environment.

129. OCD Dunteman, George

ANALYSIS OF THREE YEARS' EVALUATIONS OF THE IMMEDIATE EFFECT OF HEAD START I: RESEARCH TRIANGLE INSTITUTE (HEAD START)

Analysis of three years of "common core" data of children in Head Start will be performed by the Research Triangle Institute.

130. OCD Coulson, John

ANALYSES OF THREE YEARS' EVALUATION OF THE IMMEDIATE EFFECT OF HEAD START II: SYSTEMS DEVELOPMENT CORPORATION (HEAD START)

Systems Development Corporation will be one of two independent contractors which will analyze three years of "common core data of Head Start children.

131. NIMH Lane, Mary

THE NURSERY SCHOOL IN PREVENTIVE MENTAL HEALTH

The investigator is assessing the value of a cross-cultural nursery school as an instrument for promoting mental health in a community that is undergoing the stresses of redevelopment. In the nursery school, she is providing a setting which should encourage children and families of different backgrounds to work together to improve their community. The subjects are 60 children in special nursery schools and their parents. Children are enrolledin the school from the ages two to five. The program focuses on the emotional development of each child, and stresses active parent involvement in the school. Parents act as achool aides and also participate in after-school activities. Social workers provide additional contact between the home and the school staff, and help show parents how to use community agencies. The program is to be evaluated principally through interviews to determine changes in the community, the children, and their families.

132. OEO Fitzsimmons, Stephen

EVALUATION OF EXEMPLARY DAY CARE CENTERS

The major objectives are to qualitatively assess approximately 40 day care centers to identify a range of quality models of day care centers, and to assess the impact that these quality centers have on children, their mothers and families.

133. OEO Bell, John

RESEARCH ON A COMMUNITY INITIATED SELF-DETERMINING PRESCHOOL PROGRAM

The Community Co-op program is a parent-initiated preschool in which parents assist in the teaching, policy decisions and maintenance of school. Forty-eight children, ages two and a half to five, will be enrolled in the program. Parents and professional staff will jointly make curriculum decisions.

Children from two preschools in the same racially mixed community (predominantly black) will be assessed at the beginning and the end of the programs on such variables as flexibility, IQ, self-esteem, and school readiness. These results will also be compared with those from Belle Haven School in which parents were intensively involved but did not initiate the program.

134. OEO
OE/CESE

FOLLOW-THROUGH

Follow-Through is a program designed to help children in the early primary grades build on the foundation provided by a full-year Head Start or similar preschool program. For school year 1970-71, some 60,000 children from low-income families are enrolled in 155 projects in 50 states, the District of Columbia, and Puerto Rico.

Follow-Through provides special programs of instruction as well as support services considered important to the learning process, i.e. medical and dental care, nutrition, social and psychological services, and teacher training. The program also requires the active involvement of parents in local project planning and operation.

Follow-Through is being administered with a heavy reseqrch and development emphasis in an effort to accumulate solid evidence about the effectiveness of different program approaches in improving opportunities for poor children in different sections of the country, in rural and urban settings, and in various population subgroups. During this phase, most Follow-Through communities are required to work with one of several institutions which have developed promising programs for disadvantaged children.

Twenty sponsors are now working with one or more communities to implement their own approach, and all communities and sponsors are participating in a central evaluation effort.

135. OEO Gray, Susan

A RESEARCH-TRAINING-DEMONSTRATION CENTER FOR CULTURALLY DEPRIVED CHILDREN

Forty economically disadvantaged children will be enrolled in the child development program. Twenty-two mothers will participate in the Home Visitors program in which five trained mothers will go into the homes and teach mothers to function more adequately with their children. The demonstration centers supported by this grant serve as the focal points for training activities and the research.

The curriculum and materials developed under this project are demonstrated in both urban and rural settings. The curricula begins with a child in a low stimulus environment. As he masters concepts and behaviors in the low stimulus immediate environment, he is provided a larger environment and increased stimuli. Verbal bombardment is used to stimulate verbal development. The use of local mothers to carry classroom curricula into the homes on a regular basis is being demonstrated. The purpose is to test the effects of this procedure on both the mother and child as well as siblings.

136. OCD Holmes, Douglas

A STUDY OFTHE IMPACT OF THE PARENT-CHILD CENTERS ON PARENTS AND AN EVALUATION OF THE ADVOCACY PCCS (HEAD START)

The purpose of the evaluation is to describe the program content and organizational characteristics across 32 Parent-Child Centers and to assess the impact of participation on families and children from birth to three years. In addition, the study will include a prospective evaluation of the six Advocacy Parent-Child Centers planned for FY 1972.

137. OCD McGee, Philip

A STUDY OF PARENT-CHILD CENTER LOCAL EVALUATIONS (HEAD START)

Project has as its goals: 1) to provide technical assistance to these already-funded evaluation projects to ensure that the best possible designs and measures would be used and that centers with common interests would be contacted for the development of colaborative studies; 2) to assess the extent to which the evaluation projects to date present as intended the needs and concerns of PCC staff, parents, and advisors; and 3) to prepare a book or monograph summarizing what has been learned from local evaluations to date, both those in the "archives" and the FY 71 studies.